DOCUMENT RESUME

ED 219 749 CS 206 818

TITLE Language Arts Guide K-12.
INSTITUTION Portales Public Schools, NM.
PUB DATE 80
NOTE 549p.; Original document marginally legible. Prepared by Language Arts Curriculum Articulation Committee.

EDRS PRICE MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Curriculum Guides; Drama; Educational Objectives; Elementary Secondary Education; *English Curriculum; *English Instruction; Grammar; Integrated Curriculum; *Language Arts; *Literature; Remedial Reading; *Sequential Learning; Teaching Methods; Thematic Approach

ABSTRACT

The instructional program described in this guide is designed to provide a sequential language arts curriculum for kindergarten through grade 12. Information contained in the guide includes (1) a statement of philosophy; (2) language arts objectives for each grade level; (3) a guide to language arts skills; (4) learner outcomes for grades one through eight; (5) learner outcomes for seventh and eighth grade remedial reading, eighth grade language arts and literature, and ninth and tenth grade language arts; (6) learner outcomes for speech, drama, and advanced drama; and (7) learner outcomes for junior and senior students in several courses, including the Bible as literature, children's literature, discussion and debate, grammar and usage, career English, and communication. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219749

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LANGUAGE ARTS GUIDE K-12

PREPARED BY

LANGUAGE ARTS CURRICULUM ARTICULATION COMMITTEE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

George Hughes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1980

PORTALES PUBLIC SCHOOLS

PORTALES, NEW MEXICO

L. C. COZZENS, SUPERINTENDENT

GEORGE HUGHES, DIRECTOR OF INSTRUCTION

C. S220681/8

BEST AVAILABLE COPY

TABLE OF CONTENTS

COMMITTEE MEMBERS.....1
PREFACE.....2
PHILOSOPHY.....3
LANGUAGE ARTS OBJECTIVES K-12.....4
LANGUAGE ARTS SKILLS GUIDE.....5
KINDERGARTEN AND FIRST GRADE LEARNER OUTCOMES.....35
SECOND AND THIRD GRADE LEARNER OUTCOMES.....53
FOURTH AND FIFTH GRADE LEARNER OUTCOMES.....70
SIXTH GRADE LEARNER OUTCOMES.....85
SEVENTH GRADE ENGLISH LEARNER OUTCOMES.....94
SEVENTH GRADE LITERATURE LEARNER OUTCOMES.....102
SEVENTH AND EIGHTH GRADE REMEDIAL READING
LEARNER OUTCOMES.....109
EIGHTH GRADE ENGLISH AND LANGUAGE ARTS
LEARNER OUTCOMES.....111
EIGHTH GRADE LITERATURE (LANGUAGE ARTS)
LEARNER OUTCOMES.....118
EIGHTH GRADE LITERATURE LEARNER OUTCOMES.....124
LANGUAGE ARTS OBJECTIVES FOR PORTALES HIGH SCHOOL.....130
THE LANGUAGE ARTS PROGRAM AT PORTALES HIGH SCHOOL.....131
NINTH GRADE LEARNER OUTCOMES, PHASES 1-2.....133
NINTH GRADE LEARNER OUTCOMES, PHASES 3-4.....139
TENTH GRADE LEARNER OUTCOMES, PHASES 1-2.....146
TENTH GRADE LEARNER OUTCOMES, PHASES 3-4.....153
LEARNER OUTCOMES FOR SPEECH.....172
LEARNER OUTCOMES FOR DRAMA.....176
LEARNER OUTCOMES FOR ADVANCED DRAMA.....185
LEARNER OUTCOMES FOR JUNIOR AND SENIOR CLASSES
ACTION, ADVENTURE AND SUSPENSE.....186
ADVANCED SPEECH AND DEBATE.....188
THE BIBLE AS LITERATURE.....192
CAREER ENGLISH.....198
CHILDREN'S LITERATURE.....204
COLLEGE SURVIVAL KIT.....212
COMMUNICATION IN A MEDIA AGE.....222
DISCUSSION AND DEBATE.....230
FOLKLORE AND MYTHOLOGY.....232
GRAMMAR REVIEW/RESEARCH AND WRITING.....241
HUMOROUS LITERATURE.....243
LITERARY MASTERPIECES.....245
LITERATURE OF THE SOUTHWEST.....257
PAPERBACK POWER.....266
SEARCH FOR AMERICAN IDENTITY.....267
WOMEN IN AMERICA.....269

COMMITTEE MEMBERS

OLA MAE COPLEN, JOHN P. STEINER SCHOOL, KINDERGARTEN - GRADE 1
LOLA HUTCHINS, L. L. BROWN SCHOOL, GRADES 2 - 3
LOU JONES, R. M. JAMES SCHOOL, GRADES 4 - 5
ZELLA BURKE, W. E. LINDSEY SCHOOL, GRADE 6
MARGARET DYKE, PORTALES JUNIOR HIGH SCHOOL, GRADES 7 - 8
JERRY FORT, PORTALES HIGH SCHOOL, GRADES 9 - 10
MILDRED PORTER, PORTALES HIGH SCHOOL, GRADES 11 - 12 (CHAIRWOMAN)
BETTIE MILLER, PORTALES HIGH SCHOOL, LIBRARIAN
JOHN SNELSON, R. M. JAMES SCHOOL, PRINCIPAL
DON LACEY, DIRECTOR, FEDERAL PROGRAMS

THE COMMITTEE THANKS THE FOLLOWING TEACHERS WHO WORKED MANY HOURS ON THIS PROJECT.

PORTALES ELEMENTARY SCHOOLS

ALL ELEMENTARY SCHOOL
KINDERGARTEN - GRADE 6.....LANGUAGE ARTS TEACHERS

PORTALES JUNIOR HIGH SCHOOL

CHUCK BROWNING
ENGLISH 7.....ALTA DALLEY, MARILYN RIGGS
LITERATURE 7.....ALTA DALLEY
ENGLISH 8, LANGUAGE ARTS 8.....GLORIA BRADSHAW, MARGARET DYKE
LITERATURE 8.....EVELYN COMBS
READING 7, 8.....HELEN WARNICA

PORTALES HIGH SCHOOL

LANGUAGE ARTS I, PHASE 1, 2.....LOY HAMPTON
LANGUAGE ARTS I, PHASE 3, 4.....HERBERT LEMAY
LANGUAGE ARTS II, PHASE 1, 2.....LINDA BELL
LANGUAGE ARTS II, PHASE 3, 4.....JERRY FORT
ACTION, ADVENTURE AND SUSPENSE
THE AMERICAN SEARCH FOR IDENTITY
CREATIVE WRITING
GRAMMAR REVIEW/RESEARCH AND WRITING
HUMOROUS LITERATURE.....JO ANN BATES
DRAMA
ADVANCED DRAMA
SPEECH
ADVANCED SPEECH AND DEBATE.....GRACY LEARY
CAREER ENGLISH
CHILDREN'S LITERATURE
FOLKLORE AND MYTHOLOGY
LITERATURE OF THE BIBLE
LITERATURE OF THE SOUTHWEST.....MARY MULLINS
COLLEGE SURVIVAL KIT
COMMUNICATION IN A MEDIA AGE
LITERARY MASTERPIECES
PAPERBACK POWER
WOMEN IN AMERICA.....MILDRED PORTER

PREFACE

In order to meet its stated objectives, the Portales Public Schools Language Arts Department must have these pre-requisites.

1. Teachers who are knowledgeable in the area of language arts and whose primary school concerns are the teaching of language arts.

2. Teachers who will carefully study and use this curriculum guide, who employ a variety of teaching methods and approaches, and who exhibit professional enthusiasm and cooperation.

3. A pupil-teacher ratio as prescribed by the National Council of Teachers of English.

4. Students with a positive attitude toward education who are at grade level in language arts skills.

5. An appropriate and sufficient variety of books, supplies, materials, and media items.

6. Adequate time for teachers to prepare courses and materials, to share ideas, and to coordinate the Language Arts Program.

7. Physical facilities with adequate, comfortable classrooms, storeage, conference and teacher work areas.

8. An administration which desires and supports a successful language arts program.

PHILOSOPHY

We believe that life can be lived and understood much better by the individuals who are able to read, to interpret, and to express themselves in oral and written language. All courses in Language Arts should aid the students by giving them the necessary skills in listening, speaking, reading, writing, and studying to enable them to more accurately and more fully experience life within the classrooms and their environments.

The Language Arts program should be designed to aid the individual student to profit from experiencing great literature by reading and through media, to guide each student toward a cultural realization in the humanities and the arts, and to live more effectively in a complex world.

It is the responsibility of the Portales Public Schools to provide a Language Arts program with opportunities on the levels of individual capacities for all students to learn the fundamental skills of communication and to develop positive attitudes.

LANGUAGE ARTS OBJECTIVES

The Language Arts Department K-12 will provide:

A. A method of sequential instruction so that each level builds on and adds to a basic foundation of knowledge.

B. A curriculum that meets the needs of the total student body.

C. Proficiency in reading skills, development of literary appreciation, perception based on critical, creative thought, and capacity for effective communication through literate expression and intelligent listening.

D. Skills of communication and life competencies essential for coping successfully with the demands of adult life and various careers.

E. Resource skills for locating information and services which will extend from classroom experiences to community life.

LANGUAGE ARTS SKILLS GUIDE

CODE

I = INTRODUCTION

R = REINFORCEMENT

M = MASTERY

CODE EXPLANATION

I = Introduction indicates recommended initial instruction in a concept or skill. I-7 = introduction in grade 7.

R = Reinforcement indicates a concept or skill has been introduced at a previous level, but additional instruction is necessary.

M = Mastery indicates that the "average" student is expected to have learned the concept or skill. M-9 = mastery expected in grade 9.

A "+" following the grade level designation in the mastery column indicates that, while the "average" student is expected to have learned the basic concept or skill by the grade level indicated when given material relevant to that grade level, he or she will be confronted with the need to master the concept or skill in more complex forms at subsequent grade levels. M-6+ means that student mastery of the concept or skill is expected in the sixth grade when the student is given 6th grade material. However, the student will meet more complex forms of the concept or skill at subsequent grade levels and will need to master these forms as they are encountered.

The format for the first part of the Skills Guide was adapted from one used by the Northern Valley Regional High School District, Closter, New Jersey. The second part of the guide has the same skills as the first; however, the second part identifies in which junior, senior, speech, and drama classes the skills are taught.

LANGUAGE ARTS SKILLS GUIDE

	I	R	M
I. Reading Skills			
A. Visual Discrimination			
1. Differentiate shapes, sizes, colors, and textures.	K		1
2. Use left to right progression.	K	1	2
3. Picture-read stories.	K		1
4. Recognize symbols on clock, calendar, and thermometer.	K	1-3	4
5. Recognize sight words.	K	1-2	3
6. Understand marks of punctuation.	K	1-2	3
7. Recognize consonants:			
a. initial.	K	1	2
b. final.	K	1	2
c. medial.	K	1-2	3
d. digraphs.	K	1-2	3
8. Recognize vowels:			
a. short.	K	1-2	3
b. long.	K	1-2	3
c. clusters.	K	1-3	4
9. Identify root words.	1	2-4	5
10. Recognize compound words.	1	2-3	4
11. Recognize contractions.	1	2-3	4
12. Recognize suffixes and prefixes.	1	2-4	5
B. Auditory Discrimination			
1. Discern letter names.	K	1	2
2. Recognize rhyming words.	K	1-2	3
3. Recognize consonant sounds:			
a. initial.	K	1	2
b. final.	K	1	2
c. medial.	K	1-2	3
d. digraphs.	K	1-2	3
4. Recognize vowel sounds:			
a. short.	K	1-2	3
b. long.	1	2	3
c. clusters.	1	2-3	4
5. Recognize additional phonemic values:			
a. schwa sound.	1	2-5	6
b. effect of r following a vowel.	1	2-3	4
c. silent e.	1	2-3	4
d. dipthongs.	1	2-5	6
e. digraphs.	1	2-5	6
C. Word Analysis			
1. Phonetic Analysis:			
a. identify short and long vowels.	K	1-2	3
b. identify consonants.	K	1-2	3
c. identify blends:			
(1) initial consonant blends.	1	2	3
(2) final consonant blends.	1	2	3
(3) medial consonant blends.	1	2	3

Word Analysis - continued.	I	R	M
d. identify rhyming words.	K	1-2	3
e. discern variant vowel and consonant clusters.	1	2-4	5
f. discern silent letters.	1	2-4	5
g. divide words into syllables.	2	3-5	6
h. recognize accented syllables.	3	4-5	6
2. Structural Analysis:			
a. add endings to base words.	1	2-4	5
b. apply singular and plural usage rules.	1	2-5	6
c. recognize functions of contractions.	1	2-4	5
d. place words in alphabetical order.	1	2-3	4
e. apply rules to adding prefixes and suffixes.	1	2-5	6
f. recognize and construct compound words.	1	2-4	5
g. form comparative and superlative modifiers.	2	3-5	6
h. form possessive nouns.	1	2-5	6
D. Comprehension			
1. Use table of contents.	1	2-4	5
2. Analyze reading material:			
a. interpret plot or meaning:			
(1) determine main idea.	1	2-11	12+
(2) find details and stated facts.	1	2-11	12+
b. discover relationships between pictures and words.	1	2	3
c. perceive simple cause/effect relationships:			
(1) analyze characters.	1	2-11	12+
(2) predict outcomes.	1	2-9	10(3-4)
d. determine sequence.	1	2-9	10(3-4)
e. summarize:			
(1) recall.	1	2-11	12
(2) reread.	1	2-11	12
f. state conclusions:			
(1) make inferences.	1	2-11	12
(2) distinguish between relevant and irrelevant, true and not true.	1	2-11	12
(3) determine whether fact or fantasy.	1	2-7	8
(4) distinguish between fact and opinion.	4	5-11	12
3. Comprehend material read orally.	K	1-2	3
4. Recognize the general purpose of an author.	4	5-9	10(3-4)
5. Identify likenesses and differences in characters, times, and places.	4	5-9	10(3-4)
6. Offer personal judgement on the quality, value, and authenticity of material read.	1	2-11	12
7. Ascertain the expertise and qualifications of the author.	7	8-9	10(3-4)
8. Project own thinking beyond the selection, suggesting solutions, adding constructive ideas, thinking of possible applications, etc.	K	2-11	12+

	I	R	M
E. Vocabulary			
1. Incorporate listening and speaking vocabulary into reading vocabulary:			
a. use basal sight word list.	1	2-5	6
b. use Dolch word list.	1	2	3
c. attack new words:			
(1) use context clues.	1	2-11	12
(2) decode.	1	2-7	8
(3) encode.	1	2-7	8
(4) recognize configuration.	1	2	3
2. Interpret multiple meanings of words.	1	2-7	8
3. Differentiate synonyms, homonyms, and antonyms.	1	2-5	6
4. Analyze figurative language:			
a. identify idioms.	2	3-9	10(3-4)
b. identify cliches.	1	2-7	8
5. Pronounce words correctly.	1	2-11	12+
6. Recognize dialect and colloquial usage.	7	8-9	10(3-4)
7. Detect euphemisms.	7	8-11	12
8. Differentiate between the denotations and the connotations of words.	7	8-11	12
9. Locate and evaluate word etymologies.	6	7-11	12
F. Silent Reading			
1. Read for a specific purpose:			
a. to complete seatwork exercises.	1	2-7	8
b. to follow directions.	1	2-7	8+
c. to improve rate in speed:			
(1) read with correct physical mechanics.	1	2	3
(2) read at rate appropriate to material.	1	2-11	12
d. locate and select specific information:			
(1) survey material.	4	5-7	8
(2) skim passages.	2	3-7	8
(3) choose relevant information.	4	4-9	10(3-4)
e. gather information on specific topics.	5	6-11	12+
2. Read for pleasure.	1	2-6	7+
G. Oral Reading			
1. Overcome omissions and reversals.	1	2-3	4
2. Read with confidence.	1	2-3	4
3. Read with expression:			
a. observe punctuation marks.	1	2-5	6
b. vary pitch according to meaning.	1	2-5	6
4. Use appropriate rate.	1	2-5	6
5. Read with appropriate volume.	1	2-3	4
6. Participate in choral and group readings of poetry.	1	2-9	10(3-4)

	I	R	M
II. Speaking and Listening Skills			
A. Speaking			
1. Speech Mechanics:			
a. enunciate clearly	K	1-4	5
b. phrase and pause appropriately.	K	2-9	10(3-4)
c. adjust volume to conditions.	K	1-4	5
d. control pitch and rate for purposes of emphasis.	K	1-9	10(3-4)
e. maintain eye contact with listeners.	K	1-7	8
2. Speech Participation:			
a. express ideas clearly and succinctly.	4	5-10	11
b. deliberate before speaking.	K	1-8	9+
c. decide when to use formal and informal speech.	5	6-10	11
d. use vocabulary appropriate to the situation.	7	8-10	11
e. retell a story or relate an experience in logical order.	1	2-5	6
f. speak for a specific purpose:			
(1) organize and present an oral report or speech.	K	1-11	12
(2) differentiate between a group discussion and a debate.	6	7-9	10(3-4)
(3) participate in or lead small group discussion.	1	2-9	10(3-4)
(4) participate in choral and group readings of poetry.	1	2-9	10(3-4)
(5) read poems orally.	1	2-9	10(3-4)
(6) recite poetic and dramatic passages.	5	6-10	11
B. Listening			
1. Listen actively:			
a. remain quiet and attentive when someone else is speaking.	K	1-2	3
b. tune in attention for hearing first sound of utterance.	K	1-5	6
c. distinguish between hearing and listening.	K	1-9	10(3-4)
2. Listen for specific purposes:			
a. to follow directions.	K	1-6	7
b. to differentiate pertinent information.	K	1-9	10(3-4)
c. to identify a speaker's point of view.	7	8-9	10(3-4)
d. to interpret voice tones.	K	1-4	5
e. infer what is meant when it is not stated explicitly.	5	6-11	12+
f. analyze meanings and implications of speaker's text.	5	6-11	12+
III. Penmanship Skills			
A. Use correct mechanics.	K	1-2	3
B. Develop small muscle coordination.	K	1-5	6

Penmanship Skills - continued.	I	R	M
C. Develop eye-to-hand coordination.	K	1	2
D. Apply left-to-right progression.	K		1
E. Form letters and numerals correctly:			
1. Write manuscript letters and numerals.	K	1	2
2. Write cursive letters.	3	4-5	6
F. Write on lined paper.	K	1-3	4
G. Space words properly.	K	1-2	3
H. Observe left and right margins.	4	5-8	9(3-4)
IV. Composition Skills			
A. Form Thought Organizations:			
1. Write with sentence variations.	3	4-9	10(3-4)
2. Write simple, meaningful sentences.	1	2-3	4
3. Write good topic sentences.	5	6-11	12
4. Write simple paragraphs.	3	4-5	6
5. Organize paragraphs.	3	4-9	10(3-4)
6. Develop an organized paragraph by using facts or statistics, specific examples, an incident or an anecdote, comparison or contrast.	7	8-11	12
7. Organize and write multi-paragraph papers.	7	8-11	12
B. Select the topic sentence of a paragraph.	7	8-9	10(3-4)
C. Recognize a well-organized paragraph.	7	8-9	10(3-4)
D. Punctuate properly.	1	2-9	10(3-4)
E. Compose letters and address envelopes:			
1. Write friendly letters.	3	4-6	7
2. Construct business letters.	4	5-7	8
F. Construct outlines.	7	8-9	10(3-4)
G. Write creatively.	2	3-9	10(3-4)
H. Express thoughts poetically.	1	2-9	10(3-4)
I. Write abbreviated messages.	6		7
J. Express one thought in a variety of sentence patterns.	1	2-9	10(3-4)
K. Use the main tools of description: strong nouns, verbs, adjectives, metaphor and simile.	7	8-11	12+
L. Write an expository essay, three to five paragraphs long, having an introduction, body, and conclusion.	7	8-11	12+
M. Write a bibliography entry for any source cited.	10(3-4)	11	12+
N. Write a short paper based on research in more than one source, including quotations and footnotes.	10(3-4)	11	12+
O. Proofread and correct own writing.	1	2-9	10(3-4)+
P. Avoid redundancy.	7	8-11	12
Q. Make a clear statement of the theme of a written work.	10(3-4)	11	12+
R. Paraphrase and summarize the content of spoken or written work.	7	8-11	12

LANGUAGE ARTS SKILLS GUIDE

Composition Skills - continued.	I	R	M
S. Recognize and use parallel construction in sentences.	11		12+
T. Use transitional devices between sentences and paragraphs.	8	9-11	12
V. Spelling Skills			
A. Associate the spoken word with the written word.	1	2-7	8
B. Recognize own spelling and writing problems:			
1. Spell the 100 most frequently used words.	2	3-5	6
2. Spell and use words from other subject areas.	4	5-7	8+
3. Know unusual spellings.	2	3-7	8+
4. Spell correctly all words used in own writing.	1	2-11	12+
C. Use phonetic and structural word analysis for effective spelling.	1	2-7	8+
VI. Language Skills			
A. Apply language mechanics:			
1. Capitalize correctly.	1	2-5	6
2. Punctuate correctly.	1	2-9	10(3-4)
B. Apply grammar skills:			
1. Recognize the two essentials of English grammar:			
a. determine word order.	2	3-5	6
b. identify parts of speech:			
(1) nouns and verbs.	2	3-7	8
(2) pronouns.	2	3-9	10(3-4)
(3) adjectives and adverbs.	4	5-8	9(3-4)
(4) prepositions.	7	8-9	10(3-4)
(5) conjunctions.	8	9	10(3-4)
(6) interjections	7		8
2. Identify the functions of nouns and pronouns in sentences:			
a. subject.	7	8-9	10(1-2)
b. appositive.	8	9	10(3-4)
c. noun in direct address.	7	8-9	10(3-4)
d. subjective complement.	7	8-9	10(3-4)
e. direct object.	7	8-9	10(3-4)
f. objective complement.	9(3-4)		10(3-4)
g. indirect object.	8	9	10(3-4)
h. object of preposition.	7	8-9	10(3-4)
3. Distinguish between concrete and abstract nouns.	7	8-9	10(3-4)
4. Distinguish the types of pronouns: personal, relative, demonstrative, interrogative.	8	9	10(3-4)

LANGUAGE ARTS SKILLS GUIDE

Language Skills - continued.	I	R	M
5. Recognize and use correctly objective and subjective pronouns.	8	9	10(3-4)
6. Recognize and use correctly verb parts and tenses:			
a. present tense.	7	8	9(3-4)
b. past tense.	7	8	9(3-4)
c. future tense.	7	8	9(3-4)
d. past participle.	7	8-9	10(1-2)
e. present participle.	7	8-9	10(1-2)
f. perfect tense.	8	9	10(1-2)
7. Distinguish between active and passive voice of verbs.	7	8-9	10(3-4)
8. Recognize kinds of adjectives:			
a. demonstrative.	8	9	10(1-2)
b. articles.	7	8-9	10(1-2)
c. descriptive.	7	8-9	10(1-2)
d. indefinite.	8	9	10(1-2)
e. possessive.	7	8-9	10(1-2)
f. interrogative.	8	9	10(1-2)
9. Recognize the questions that adverbs answer.	7	8-9	10(1-2)
10. Recognize and use correctly the positive, comparative, and superlative forms of adverbs.	7	8-9	10(1-2)
11. Identify transitive, intransitive, and linking verbs in sentences.	7	8-9	10(3-4)
12. Recognize and write compound sentences.	7		8
13. Analyze and construct complex sentences.	8	9	10(3-4)
14. Demonstrate correct usage:			
a. use irregular verbs correctly.	4	5-7	8
b. form plurals and possessives.	1	2-6	7
c. use correct subject-verb agreement.	3	4-9	10(3-4)
d. avoid errors in pronoun usage:			
(1) show correct pronoun-antecedent agreement.	7	8-9	10(3-4)
(2) use correct case of pronouns.	7	8-9	10(3-4)
15. Know that sentences have two parts and be able to divide any sentence into the subject and the predicate.	7	8-9	10(1-2)
16. Recognize and use subjects, verbs, and complements.	7	8-9	10(3-4)
17. Recognize sentence patterns.	7	8-9	10(1-2)
18. Recognize types of subordinate clauses: adjective, adverb, noun.	8	9	10(3-4)
19. Diagram sentence patterns.	7	8-9	10(1-2)
20. Recognize and use adjective and adverb prepositional phrases.	7	8-9	10(1-2)

LANGUAGE ARTS SKILLS GUIDE

Language Skills - continued.	I	R	M
21. Recognize and use participle, gerund, and infinitive phrases.	9(3-4)		10(3-4)
22. Diagram prepositional phrases and verbals.	7	8-9	10(3-4)
VII. Research and Study Skills			
A. Apply Library Skills:			
1. Know organization of library.	2	3-8	9
2. Observe proper library conduct.	K		1
3. Observe library policies and procedures.	2	3-8	9
4. Use reference materials:			
a. use the dictionary.	1	2-7	8
b. use atlas and almanac	4	5-9	10(1-2)
c. use yearbooks and biographical materials.	8	9	10(3-4)
5. Use the card catalog.	4	5-7	8
6. Use the Reader's Guide.	7	8-9	10(3-4)
B. Apply Research Skills:			
1. Locate desired material and information in the library.	4	5-11	12
2. Select and develop a topic of interest.	7	8-9	10(3-4)
3. Develop simple topics with a minimum of three references.	7	8-9	10(3-4)
VIII. Critical Thinking Skills			
A. Recognize and understand the various figures of speech:			
1. Simile.	7	8	9(3-4)
2. metaphor.	7	8	9(3-4)
3. hyperbole.	7	8-9	10(1-2)
4. personification.	7	8-9	10(3-4)
B. Identify the point of view of an author.	7	8-9	10(3-4)
C. Define and interpret examples of satire and irony.	8	9	10(3-4)
D. Recognize and interpret plot and subplot.	7	8-9	10(3-4)
E. Find conflict, characters, setting, and climax in plot development.	7	8-9	10(3-4)
F. Recognize the elements that make up the style of an author.	8	9	10(3-4)
G. Explain the theme of a writing.	8	9	10(3-4)
H. Assume the role of a character.	7	8-9	10(3-4)
I. Recognize and evaluate the significance of flashback and foreshadowing.	7	8-9	10(3-4)
J. Detect Stereotypes.	7	8-9	10(3-4)
K. Predict outcomes.	7	8-9	10(3-4)
L. Recognize imagery.	8	9	10(3-4)
M. Scan lines of poetry	8	9	10(3-4)
N. Identify the author's attitude and the tone of a poem or prose work.	7	8-9	10(3-4)
O. Recognize the characteristics of free verse.	8	9	10(3-4)

Critical Thinking Skills - continued.	I	R	M
P. Identify elements that give feeling and sound to poetry:			
1. Rhythm.	7	8-9	10(3-4)
2. Meter.	7	8	9(3-4)
3. Rhyme.	7	8	10(3-4)
4. Alliteration.	7	8-9	10(3-4)
5. Onomatopoeia.	7	8-9	10(3-4)
6. Assonance.	11		12+
7. Consonance.	11		12+
8. Internal rhyme.	10(3-4)	11	12+
Q. Recognize the characteristics of blank verse.	7	8-9	10(3-4)
R. Identify symbolism in writing.	8	9	10(3-4)
S. Detect "loaded" words, propaganda devices, and faulty logic.	8	11	12+
T. Explain motivation of characters.	7	8-9	10(3-4)
U. Discern various literary forms:			
1. Short story.	7	8-9	10(1-2)
2. Poem.	7	8-9	10(3-4)
3. Essay.	7	8-9	10(3-4)
4. Drama.	7	8-9	10(1-2)
5. Myth.	6	7	8
6. Fable.	6	7	8
7. Novel.	8	9	10(3-4)
8. Legend.	6	7	8
9. Biography.	7	8-9	10(1-2)
10. Parable.	8	11	12
11. Allegory.	11		12+
12. Exemplum.	11		12+
13. Fabliaux.	11		12+
V. Identify types of poetry:			
1. Ballad.	8	9	10(3-4)
2. Epic.	8	10(3-4)	12
3. Elegy.	9		10(3-4)
4. Sonnet.	8	9	10(3-4)
5. Lyric.	7	8-9	10(3-4)
6. Ode.	8	9	10(3-4)
7. Pastoral.	11	12	
8. Dramatic Monologue.	10(3-4)	11	12
W. Define "paradox" and recognize examples of it.	9	10(3-4)	12
X. Differentiate between sympathy and empathy.	10(3-4)	11	12
Y. Perceive literary abilities for catharsis.	10(3-4)	11	12
Z. Indicate the subjectivity or objectivity of an author.	10(3-4)	11	12
AA. Distinguish between the various kinds of conflict:			
1. Man vs. man.	8	9	10(3-4)
2. Man vs. nature.	8	9	10(3-4)
3. Man vs. self.	8	9	10(3-4)
4. Man vs. God.	11	12	

LANGUAGE ARTS SKILLS GUIDE

Critical Thinking Skills - continued.	I	R	M
BB. Categorize drama according to:			
1. Comedy.	8	9	10(3-4)
2. Tragedy.	9	10-12	
3. Farce.	11	12	
CC. Identify the elements of tragedy.	9	10-12	
DD. Differentiate between protagonist and antagonist.	7	8-9	10(1-2)
EE. Identify the elements of dramatic structure.	9	10-12	
FF. Select details that illustrate local color.	7	8-9	10(3-4)
GG. Identify aspects of drama:			
1. Act.	7		8
2. Scene.	8	9	10(3-4)
3. Dialogue.	7		8
4. Monologue.	10	11	12
5. Aside.	9	10-11	12
6. Soliloquy.	9	10-11	12
HH. Recognize puns.	8	11-12	
IX. Life Skills			
A. Analyze and apply:			
1. Manuals.	9		10(1-2)
2. Periodicals.	9		10(1-2)
3. Directories.	9		10(1-2)
4. Maps, charts, graphs.	9		10(1-2)
5. Labels.	9		10(1-2)
6. Schedules.	9		10(1-2)
7. Contracts.	9		10(1-2)
8. Forms and applications.	9		10(1-2)
9. Bulletins and pamphlets.	9		10(1-2)
10. Notices.	9		10(1-2)
11. Catalogs.	9		10(1-2)
12. Graphics.	9		10(1-2)
B. Compile and/or Complete:			
1. Lists.	9		10(1-2)
2. Forms and applications.	9		10(1-2)
C. Read and Comprehend:			
1. Information related to legal rights.	9		10(1-2)
2. Information related to consumer rights.	9		10(1-2)
D. Compare and/or Chart:			
1. Consumer products.	9		10(1-2)
2. Financial and legal information.	9		10(1-2)
E. Identify and Utilize:			
1. Procedures.	9		10(1-2)
2. Processes.	9		10(1-2)
3. Words from abbreviations.	9		10(1-2)
4. Signs and symbols.	9		10(1-2)

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
I. Reading Skills																						
A. Visual Discrimination																						
B. Auditory Discrimination																						
C. Word Analysis																						
1. Phonetic Analysis																						
2. Structural Analysis:																						
a. add endings to base words.																						
b. apply singular and plural usage rules.										X		X						X				
c. recognize functions of contractions.																						
d. place words in alphabetical order.																						
e. apply rules to adding prefixes and suffixes.										X		X						X				
f. recognize and construct compound words.																						
g. form comparative and superlative modifiers.										X		X						X				
h. form possessive nouns.										X		X						X				
D. Comprehension																						
1. Use table of contents.																						
2. Analyze reading material:																						
a. interpret plot or meaning:																						
(1) determine main idea.					X	X	X	X		X	X			X	X	X	X	X			X	
(2) find details and stated facts.					X	X	X	X		X	X			X	X	X	X	X			X	X
b. discover relationships between pictures and words.																						
c. perceive simple sause/effect relationships:																						
(1) analyze characters.					X	X	X	X		X				X	X	X	X			X	X	
(2) predict outcomes.					X		X			X				X		X	X			X	X	
d. determine sequence.					X		X			X		X		X		X	X			X	X	

Comprehension - continued.	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMEROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
e. summarize:																						
(1) recall.					X	X	X	X		X	X	X		X		X	X	X	X		X	X
(2) reread.					X	X	X			X	X	X		X		X	+	X	X		X	
f. state conclusions:																						
(1) make inferences.	X				X	X	X	X			X				X	X	X	X	X	X		X
(2) distinguish between relevant and irrelevant, true and not true.					X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	
(3) determine whether fact or fantasy.	X				X		X			X		X		X	X	X	X			X	X	
(4) distinguish between fact and opinion.	X				X		X	X		X	X	X		X	X	X	X	X	X	X	X	
3. Comprehend material read orally.																						
4. Recognize the general purpose of an author.	X				X		X	X		X	X			X	X	Y	X	X	X	X	X	X
5. Identify likenesses and differences in characters, times, and places.					X	X	X	X				X		X	X		X		X	X	X	X
6. Offer personal judgement on the quality, value, and authenticity of material read	X				X		X			X		X		X	X	X	X	X			X	
7. Ascertain the expertise and qualifications of the author.	X				X		X	X		X	X	X			X	X	X			X		
8. Project own thinking beyond the selection, suggesting solutions, adding constructive ideas, thinking of possible applications, etc.	X				X	X	X	X		X	X			X	X	X	X	X			X	X
E. Vocabulary																						
1. Incorporate listening and speaking vocabulary into reading vocabulary:					X		X			X		X		X		X	X				X	
a. use basal sight word list.																						
b. use Dolch word list.																						
c. attack new words.																						

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Vocabulary - continued.

(1) use context clues.
(2) decode.
(3) encode.

2. Interpret multiple meanings of words.
3. Differentiate synonyms, homonyms, and antonyms.
4. Analyze figurative language:
   a. identify idioms.
   b. identify cliches.
5. Pronounce words correctly.
6. Recognize dialect and colloquial usage.
7. Detect euphemisms.
8. Differentiate the denotations and connotations of words.
9. Locate and evaluate word etymologies.

F. Silent Reading

1. Read for a specific purpose:
   a. to complete seatwork exercises.
   b. to follow directions.
   c. to improve reading rate:
      (1) read with correct physical mechanics.
      (2) read at rate appropriate to material.
   d. locate and select specific information:
      (1) survey material.
      (2) skim passages.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (2-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
(1)					X	X	X	X		X	X	X		X		X	X	X		X	X	
(2)							X			X						X				X		
(3)							X			X												
2.					X		X			X	X	X		X				X		X	X	
3.																						
4.																						
a.					X		X				X	X		X						X	X	
b.					X		X				X	X		X						X	X	
5.					X	X	X	X		X	X	X		X		X	X			X		
6.					X	X	X			X	X	X						X		X		
7.								X			X							X				
8.								X			X							X				
9.						X	X			X	X	X				X		X		X		
F.																						
1.																						
a.					X	X		X		X	X	X		X				X			X	X
b.					X	X		X		X	X	X		X				X			X	X
c.																						
(1)																						
(2)	X				X	X	X	X		X	X	X			X	X		X				X
d.																						
(1)					X	X	X	X		X	X	X			X	X	X	X		X		X
(2)					X	X	X	X		X	X	X		X	X	X	X	X		X	X	X

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
Silent Reading - continued.																						
(3) choose relevant information.	X				X	X	X	X		X	X	X		X	X	X		X	X	X	X	X
e. gather information on specific topics.	X				X	X	X	X			X	X		X	X	X		X	X	X		
2. Read for pleasure.						X	X			X						X	X		X			X
G. Oral Reading																						
1. Read poems.	X				X									X	X	X						
2. Participate in choral and group readings of prose and poetry.	X	X												X								
3. Increase reading ability.			X		X	X	X	X		X	X	X		X	X	X	X	X			X	X
II. Speaking and Listening Skills																						
A. Speaking																						
1. Speech Mechanics:																						
a. phrase and pause appropriately.	X	X	X			X	X	X		X	X			X		X			X			
b. control pitch and rate for purpose of emphasis.	X	X	X			X	X	X		X	X			X		X			X			
c. demonstrate flexibility in the use of vocal features such as stress, pause, pitch, tempo, quality, and intensity.	X													X								
d. demonstrate skillful use of non-verbal communication such as body action and facial expression.	X	X	X											X								
e. adjust volume to conditions.	X	X	X											X								
f. enunciate clearly.	X	X	X											X								
g. maintain eye contact with listeners.	X	X	X			X	X	X		X	X			X		X			X			
h. demonstrate ability to mark selection for easy interpretation.	X	X	X											X								
2. Speech Participation:																						
a. express ideas succinctly and clearly.	X	X	X			X		X		X	X			X		X	X		X			

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Speech Participation - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
b. deliberate before speaking.	X	X	X			X		X							X	X	X			X		
c. decide when to use formal and informal language.	X	X	X			X		X		X	X				X		X			X		
d. use vocabulary appropriate to the situation.	X	X	X			X		X		X	X				X	X	X			X		
e. select and develop specific speech topics.	X	X	X												X							
f. deliver speeches extemporaneously.	X	X	X												X							
g. evaluate speeches constructively.	X	X	X												X							
h. select material for performance.	X	X	X												X							
i. demonstrate competence in performance.	X	X	X												X							
j. know criteria for selecting suitable humorous or serious material.	X	X	X												X							
k. apply skills in preparing humorous or serious material.	X	X	X												X							
l. apply skills in delivering humorous or serious material.	X	X	X												X							
m. demonstrate ability to establish own values and justification for selection of material.	X	X	X												X							
n. demonstrate by oral reading sensitivity to the mood and feeling of the material.	X	X	X												X							
o. demonstrate consideration for time limits.	X	X	X												X							
p. demonstrate ability to sustain mood and continuity.	X	X	X												X							
q. demonstrate skill in preparing an introduction that sets mood.	X	X	X																			

Speech Participation - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
r. develop poise and self confidence.	X	X	X												X							
s. develop an awareness of appropriate personal appearance.	X	X	X												X							
t. develop useful practice skills.	X	X	X												X							
u. speak for a specific purpose:																						
(1) organize and present an oral report or speech.	X				X	X	X	X			X	X				X	X			X		
(2) participate in or lead group discussion.	X					X	X	X		X	X											
(3) participate in choral and group readings of poetry and prose.	X	X	X				X								X	X						
(4) read poems orally.															X	X						
3. Debate																						
a. understand the types of debate propositions.	X														X							
b. understand and apply the basic principles of debate.	X														X							
c. initiate research of the proposition and continue to research.	X														X							
d. demonstrate the ability to select from research information that is significant to the proposition.	X														X							
e. record accurately and cite evidence.	X														X							
f. select evidence by recognizing the strengths and weaknesses of the recorded material.	X														X							
g. identify the intent of the evidence recorded.	X														X							
h. identify fallacies in arguments.	X														X							

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Debate - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH, (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
i. demonstrate understanding of the responsibilities of each speaker in the debate.	X														X							
j. demonstrate an understanding of the interrelated nature of speaker responsibilities.	X														X							
k. prepare affirmative case and prepare analyses on the current high school resolution.	X														X							
l. prepare negative position on a variety of interpretations of the current high school resolution.	X														X							
m. develop constructive affirmative and negative positions in the rebuttal speeches.	X														X							
n. demonstrate an understanding of the difference between refutation and rebuttal.	X														X							
o. use several methods of refutation.	X														X							
p. demonstrate a systematic preparation for refutation.	X														X							
q. demonstrate skill in the practice of cross-examination debating.	X														X							
r. demonstrate skill in asking clear, purposeful questions in a tactful manner.	X														X							
s. demonstrate skill in answering questions reasonably and accurately.	X														X							

4. Drama

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
a. plot acting areas on stage.		X	X																			
b. memorize and play a straight role.		X	X																			
c. develop criteria for judging the merits of a play and its production.		X	X																			
e. define stage terms.		X	X																			
f. demonstrate safe use of stage equipment.		X	X																			
g. explain the effect of each phase of production in affecting the whole production of the play.		X	X																			
h. select materials, tools, paint appropriate for set construction.		X	X																			
i. build scenery within predetermined limitations.		X	X																			
j. select, mix, and apply paint.		X	X																			
k. demonstrate various methods of texturing.		X	X																			
l. maintain tools and equipment used in scenery construction.		X	X																			
m. know the functions, characteristics and limitations of various lights.		X	X																			
n. identify various lenses.		X	X																			
o. identify and explain the use of gels and plastic in lighting.		X	X																			
p. execute a lighting plot in actual production.		X	X																			
q. prepare a prop list for a play.		X	X																			
r. construct a costume plot for a given play.		X	X																			

Drama - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
s. locate, catalogue, and care for costumes.		X	X																			
t. construct a costume.		X	X																			
u. identify and explain the characteristics of stage make-up.		X	X																			
v. apply stage make-up effectively.		X	X																			
w. design a make-up plot for a play.		X	X																			
x. advertise tryouts, stage crew positions, and production dates.		X	X																			
y. utilize publicity materials constructed in community.		X	X																			
z. produce posters and advertising media for a given play.		X	X																			
B. Listening																						
1. Listen actively:																						
a. remain quiet and attentive when someone else is speaking.																						
b. tune in attention for hearing first sound of utterance.																						
c. distinguish between hearing and listening.	X									X												
2. Listening for specific purposes:																						
a. to follow directions.	X				X	X		X		X	X	X		X			X				X	X
b. to differentiate pertinent information.	X				X	X		X		X	X	X		X			X				X	X
c. to identify a speaker's point of view.	X					X	X	X		X	X				X	X			X			
d. to interpret voice tone.											XX											
e. infer what is meant when it is not stated explicitly.	X				X	X	X	X		X	X	X				X		X	X			
f. analyze meanings and implications of speaker's text.	X				X	X	X	X		X	X	X			X	X		X	X			

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
III. Penmanship Skills																						
A. Observe left and right margins					X		X			X		X		X							X	
IV. Composition Skills																						
A. Form Thought Organizations																						
1. Write with sentence variations.					X	X	X	X		X	X	X		X		X	X	X	X		X	
2. Write topic sentences.					X	X	X	X		X	X	X		X		X	X	X	X		X	
3. Write simple paragraphs.					X		X			X		X		X		X	X	X	X		X	
4. Organize paragraphs.						X		X		X	X	X					X	X		X		
5. Identify and write examples of the four types of paragraphs: narrative, descriptive, explanatory, persuasive.	X				X		X			X		X		X		X				X	X	
6. Develop an organized paragraph by using facts or statistics, specific examples, an incident or an anecdote, comparison or contrast.					X		X			X		X				X				X		
7. Organize and write multiparagraph papers.						X	X	X		X	X	X				X		X		X		
B. Select the topic sentence of a paragraph.					X		X			X		X		X		X	X				X	
C. Recognize a well-organized paragraph.					X		X			X		X				X	X			X		
D. Punctuate properly.						X	X	X		X	X	X				X		X	X	X		X
E. Compose letters and address envelopes:																						
1. Write friendly letters.					X					X		X										
2. Construct business letters.					X					X		X		X							X	
F. Construct outlines.					X		X			X		X		X							X	
G. Write creatively.					X		X			X	X	X				X	X		X	X		X
H. Express thoughts poetically.											X					X	X		X			X
I. Write abbreviated messages.						X				X				X							X	
J. Write a critique of a play.		X	X																			
K. Express one thought in a variety of sentence patterns.						X				X												
L. Avoid redundancy.					X	X	X			X	X	X						X				

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Composition Skills - continued.

M. Use the main tools of description: strong nouns, verbs, adjectives, simile, and metaphor.
N. Write an expository essay, three to five paragraphs long, having an introduction, body, and conclusion.
O. Write a bibliography entry for any source used.
P. Write a short paper based on research in more than one source, including quotations and footnotes.
Q. Proofread and correct own writing.
R. Make a clear statement of the theme of a written work.
S. Recognize and use parallel construction in sentences.
T. Use transitional devices between sentences and paragraphs.
U. Paraphrase and summarize the content of spoken or written material.

V. Spelling Skills
A. Associate the spoken word with the written word.
B. Recognize own spelling and writing problems:
1. Spell the 100 most frequently used words.
2. Spell and use words from other subject areas.
3. Know unusual spellings.
4. Spell correctly words used in own writing.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
M.					X	X	X	X		X	X	X		X		X	X	X	X	X	X	
N.						X	X	X		X	X	X				X		X				
O.						X	X			X		X				X						
P.							X			X		X				X	X			X		
Q.						X	X	X		X	X	X				X	X	X		X		X
R.					X	X	X	X		X	X	X		X		X	X	X		X	X	
S.						X	X	X		X	X	X				X		X		X		
T.						X	X	X		X	X	X				X	X	X		X		
U.					X	X	X	X		X	X	X		X		X	X	X		X	X	X
A.					X		X			X		X		X			X				X	
B.																						
1.							X			X												
2.					X		X			X		X								X		
3.							X			X					X							
4.					X	X	X	X		X	X	X		X			X	X		X	X	X

Spelling Skills - continued

C. Use phonetic and structural word analysis for effective spelling.

VI. Language Skills

A. Apply language mechanics

1. Capitalize correctly.
2. Punctuate correctly.

B. Apply grammar skills

1. Recognize the two essentials of English grammar:
   a. determine word order.
   b. identify parts of speech:
      (1) nouns and verbs.
      (2) pronouns.
      (3) adjectives and adverbs.
      (4) prepositions.
      (5) conjunctions.
      (6) interjections.
2. Identify the functions of nouns and pronouns in sentences:
   a. subject.
   b. appositive.
   c. noun in direct address.
   d. subjective complement.
   e. direct object.
   f. objective complement.
   g. indirect object.
   h. object of preposition.
3. Distinguish between concrete and abstract nouns.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
C.							X			X							X					
A.1.					X					X		X		X		X	X		X	X	
A.2.					X	X		X		X	X	X		X		X	X	X	X	X	X
B.1.a.																						
B.1.b.																						
(1)										X		X										
(2)										X	X											
(3)										X		X										
(4)										X		X										
(5)										X		X										
(6)										X		X										
B.2.																						
a.										X		X										
b.										X		X										
c.										X		X										
d.										X		X										
e.										X		X										
f.										X		X										
g.										X		X										
h.										X		X										
B.3.						X				X	X	X				X						

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Language Skills - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
4. Distinguish the types of pronouns: personal, relative, demonstrative, interrogative.										X		X										
5. Recognize and use correctly objective and subjective pronouns.						X		X		X	X	X						X				
6. Recognize and use correctly verb parts and tenses:																						
a. present tense.										X		X										
b. past tense.										X		X										
c. perfect tense.												X										
d. future tense.										X		X										
e. past participle.												X										
f. present participle.												X										
7. Distinguish active and passive voice of verbs.						X				X		X				X		X				
8. Recognize kinds of adjectives:																						
a. demonstrative.							X			X		X				X						
b. articles.										X		X										
c. descriptive.										X		X										
d. indefinite.										X		X										
e. possessive.										X		X										
f. interrogative.										X		X										
9. Recognize the questions that adverbs answer.							X			X		X										
10. Recognize and use correctly the positive, comparative, and superlative forms of adverbs.						X	X	X		X	X	X					X	X				
11. Identify transitive, intransitive, and linking verbs in sentences.							X			X		X										
12. Recognize and write compound sentences.					X		X			X		X										
13. Analyze and construct complex sentences.					X	X	X	X		X	X	X						X				

Language Skills - continued.	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
14. Demonstrate correct usage:																						
a. use irregular verbs correctly.						X	X	X		X	X	X						X				
b. form plurals and possessives.						X		X			X	X					X	X				
c. use correct subject-verb agreement.						X		X		X	X	X					X	X				
d. avoid errors in pronoun usage:																						
(1) show correct pronoun-antecedent agreement.						X		X		X	X	X						X				
(2) use correct case of pronouns.						X		X		X	X	X						X				
15. Know that sentences have two parts and be able to divide any sentence into the subject and the predicate.					X		X			X		X				X						
16. Recognize and use subjects, verbs, and complements.					X		X			X		X										
17. Recognize sentence patterns.										X		X				X	X					
18. Diagram sentence patterns.										X		X										
19. Recognize types of subordinate clauses: adjective, adverb, noun.										X		X										
20. Recognize and use adjective and adverb prepositional phrases.										X		X										
21. Recognize and use participle, gerund, and infinitive phrases.										X		X										
22. Diagram prepositional phrases and verbals.										X		X										
VII. Research and Study Skills																						
A. Apply library skills																						
1. Know organization of the library.	X				X		X			X		X		X	X	X	X			X	X	
2. Observe library policies and procedures.	X				X		X			X		X		X	X	X	X			X	X	
3. Use reference materials:																						
a. the dictionary.	X				X		X			X		X		X	X	X	X			X	X	

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Research and Study Skills - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (1-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
b. atlas and almanac.	X						X			X		X			X	X						
c. yearbooks and biographical materials.	X						X			X		X			X		X					
5. Use the Reader's Guide.	X						X			X		X			X	X	X			X		
6. Use the card catalog.	X				X		X			X		X		X	X	X	X			X	X	
B. Research Skills																						
1. Select and develop a topic of interest.	X					X	X	X		X		X		X	X	X	X			X		
2. Develop simple topics with a minimun of three references.	X						X			X		X			X	X	X			X		
3. Develop reliance on own independent research.	X														X							
4. Select from research any information significant to a debate proposition.	X														X							
5. Record and cite evidence accurately.	X														X							
6. Identify the intent of the evidence recorded.															X							
VIII. Critical Thinking Skills																						
A. Recognize and understand the various figures of speech:																						
1. Simile.					X	X						X		X		X				X	X	
2. Metaphor.					X	X						X		X		X				X	X	
3. Hyperbole.					X	X						X				X						
4. Personification.					X	X						X		X		X	X			X	X	
5. Oxymoron.						X										X						
B. Identify the point of view of an author.	X		X		X	X	X	X		X	X			X		X	X	X		X		
C. Define and interpret examples of satire and irony.			X		X	X	X	X			X				X	X				X	X	
D. Recognize and interpret plot and subplot.			X		X	X	X	X		X					X	X	X					
E. Find conflict, characters, setting, and climax in plot development.		X	X		X	X	X			X					X	X	X			X		

Critical Thinking Skills - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
F. Recognize the elements that make up the style of an author.			X		X	X	X			X					X	X	X			X		
G. Explain the theme of a writing.		X	X		X	X	X	X						X	X	X	X	X		X	X	
H. Assume the role of a character.		X	X		X	X	X	X							X	X	X			X		X
I. Recognize and evaluate the significance of flashback and foreshadowing.			X		X	X								X		X				X	X	
J. Detect stereotypes.			X		X	X		X		X	X				X	X	X			X		
K. Predict outcomes.					X	X		X						X		X	X				X	
L. Recognize imagery.	X				X	X		X		X				X		X	X			X	X	
M. Identify elements that give feeling and sound to poetry:																						
1. Rhythm.					X	X											X					
2. Meter.					X	X											X					
3. Rhyme.					X	X											X					
4. Alliteration.					X	X											X					
5. Onomatopoeia.						X											X					
6. Assonance.						X											X					
7. Consonance.						X											X					
8. Internal rhyme.						X											X					
N. Scan lines of poetry.	X				X	X																
O. Identify the tone of a poem or prose work.					X	X	X	X							X							
P. Recognize the characteristics of free verse.					X	X																
Q. Recognize the characteristics of blank verse.					X	X																
R. Identify symbolism in writing.					X	X	X	X			X			X		X				X	X	
S. Detect "loaded" words, propaganda devices, and faulty logic.	X				X	X	X	X			X			X	X						X	
T. Explain motivation of characters.	X				X	X	X	X		X					X	X	X			X		
U. Discern various literary forms:																						
1. Short story.					X	X	X	X						X			X			X	X	
2. Poem.					X		X							X		X					X	

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Critical Thinking Skills - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
3. Essay.					X	X	X	X			X			X		X		X			X	
4. Drama.					X	X	X	X						X			X			X	X	
5. Myth.					X	X	X							X			X		X	X	X	
6. Fable.					X		X							X			X		X	X	X	
7. Legend.					X		X							X			X		X	X	X	
8. Novel.					X	X	X	X						X						X	X	
9. Biography.					X	X	X	X						X	X					X	X	
10. Parable.					X		X								X				X			
11. Allegory.					X	X	X								X							
12. Exemplum.						X	X								X				X			
13. Fabliaux.																						
V. Identify types of poetry:																						
1. Ballad.					X	X								X							X	
2. Epic.						X																
3. Elegy.						X																
4. Sonnet.						X									X							
5. Lyric.						X									X							
6. Ode.						X									X							
7. Pastoral.						X									X							
8. Dramatic monologue.					X	X									X							
W. Define paradox and recognize examples of it.						X	X								X							
X. Differentiate sympathy and empathy.						X	X	X			X				X							
Y. Perceive literary abilities for catharsis.						X	X								X							
Z. Indicate the subjectivity or objectivity of an author.						X	X	X			X				X		X					
AA. Distinguish between the various kinds of conflict:																						
1. Man vs. man.					X																	
2. Man vs. nature.					X																	
3. Man vs. self.					X																	

Critical Thinking Skills - continued.	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (1-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
4. Man vs. God.					X																	
BB. Categorize drama according to:																						
1. Comedy.					X	X								X							X	
2. Tragedy.					X	X								X							X	
3. Farce.						X															X	
4. Melodrama.																						
CC. Identify the elements of tragedy.		X	X			X	X								X	X						
DD. Differentiate protagonist and antagonist.		X	X			X	X								X	X						
EE. Identify the elements of dramatic structure.		X	X			X									X							
FF. Select details that illustrate local color.		X	X		X		X							X	X	X	X				X	
GG. Identify aspects of drama:																						
1. Acts.					X									X							X	
2. Scenes.		X	X												X							
3. Dialogue.																						
4. Monologue.						X																
5. Aside.						X																
6. Soliloquy.			X			X									X							
HH. Recognize puns.						X					X										X	
IX. Life Skills																						
A. Printed Materials																						
1. Analyze and apply:																						
a. manuals.												X			X							
b. periodicals.						X		X			X	X			X					X		
c. directories.						X						X			X	X		X		X		
d. maps, charts, graphs.						X						X			X	X		X				
e. labels.												X								X		
f. schedules.										X								X				
g. contracts.																						
h. forms and applications.																						

HIGH SCHOOL JUNIOR - SENIOR ELECTIVE
LANGUAGE ARTS SKILLS GUIDE

Life Skills - continued.

	SPEECH	DRAMA	ADVANCED DRAMA	LITERATURE REQUIRED	AMERICAN SEARCH (2-3)	LIT. MASTERPIECES (3-4)	SOUTHWEST LIT. (1,2,3)	WOMEN IN AMERICA (1,2,3)	LANGUAGE REQUIRED	CAREER ENGLISH (1-2)	COMM. IN MEDIA AGE (2-3)	GRAMMAR/RESEARCH (3-4)	ELECTIVES	ACTION, ADVENTURE (1-2)	ADV. SPEECH/DEBATE (3-4)	BIBICAL LITERATURE (2-3)	CHILDREN'S LIT. (2-3)	COLLEGE SURVIVAL (3-4)	CREATIVE WRITING (2,3,4)	FOLKLORE/MYTH. (2-3)	HUMOROUS LIT. (1-2)	PAPERBACK POWER (1,2,3,4)
i. bulletins and pamphlets.							X			X		X					X					
j. notices.											X	X										
l. catalogs.						X					X	X				X						
m. graphics.																						
2. Compile and/or complete:																						
a. lists.					X			X			X	X				X		X				
b. forms and applications.																						
3. Read and comprehend:																						
a. information related to legal rights.										X												
b. information related to consumer rights.										X												
4. Compare and/or chart:																						
a. consumer products.											X											
b. financial and legal information.																						
5. Identify and utilize:																						
a. procedures.					X			X			X							X				X
b. processes.					X			X			X							X				X
c. words from abbreviations.										X		X						X				
d. signs and symbols.										X	X	X						X				

Course or Grade K & 1

Concept: Reading Skills

Objective: Visual Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Differentiate shapes, sizes, colors and texture Use construction paper to show shapes and colors. Use chalkboard	Concrete objects that can be held so that physical characteristics can be observed. Holt-Rinehart and Winston--Level I Selected nursery rhymes and childrens stories Use About me Level I	Teacher Observation
Use left to right progression tracing Use duplicating materials Holt Rinehart Recordings Demonstrate Facing class	Awareness of left and right as related to their own bodies. Awareness of how to form basic letter strokes-progression from left to right Use Hear, Say, See and Write Level Z When writing on chalkboard call attention to words and sentences that they begin on left.	Teacher Observation Workbook Activities Skills practice sheets (duplicating masters)
Picture-read stories	Observing and describing a given story Retelling familiar stories and nursery rhymes Use Holt rinehart level II Transmit their ideas, beliefs, and feelings by seeing filmstrips	Workbook activities Skills practice sheets Teacher and Class Observation
Recognize symbols on clock, calendar and thermometer	Teacher made clocks, calendars, commercial materials, duplicating materials	Teacher Observation Teacher Constructed Test

Course or Grade K & 1

Concept: Reading Skills

Objective: Visual Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize sight words	Use Dolch Sight Vocabulary associating the spoken word with the written form Use "Hear, Say, See and Write" Level 2 Flash Cards Develop pre-Reading skills box Sentence strips and stories	Flash card drill Teacher observation
Understand marks of punctuation Note relation between punctuation in writing and pause in speaking	Holt Rinehart Level 3 Charts Chalkboard Skills Practice Sheets Flash Cards	Holt Rinehart Level Tests Teacher constructed Tests
Recognize consonants a. initial b. final c. medial d. digraphs Recognize Vowels a. short b. long c. clusters	Ideal picture cards charts alphabet cards concrete objects Holt Rinehart workbooks Duplicating Materials Skills Practice Sheets Lippincott Phonics Series-Books A-B-C Prescription Exercises Add consonants to graphemic bases	Recognize likenesses and differences Holt-Rinehart Level Tests Teacher Constructed tests
Identify root words	Show that a word can be expanded by adding endings to known words. Use flash cards- workbook exercises Holt Rinehart	Teacher Observation Level Tests--Holt Rinehart

Course or Grade K & 1

Concept: Reading Skills

Objective: Visual Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize compound words	Pairs of cards Picture cards Holt Rinehart workbook-Level 4 Skills Practice Sheets Magazines Old Workbooks Prescription exercises-Holt Rinehart Commercial duplicating materials (use only compound words whose two parts are familiar)	Level tests-Holt Rinehart Teacher Constructed Tests
Recognize Contractions; Recognize the apostrophe as a signal for an omitted letter.	Holt Rinehart Workbooks Skills practice sheets Duplicating Sheets Prescription Exercises Word cards with the apostrophe	Identifying the two words that make the contraction Discriminate between possessive forms and contractions
Recognize suffixes and prefixes	Holt Rinehart Workbook-Level 7 Word Cards Commercial duplicating materials Skills Practice Sheets Charts Prescription exercises	Level Tests--Holt Rinehart

Course or Grade K & 1

Concept: Reading Skills

Objective: Auditory Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Discern letter names	Name tags Matching exercises Holt Rinehart Level 2 Identify letters from a model Alphabet Song Holt Rinehart Recording Skills Practice Worksheets Alphabet library books	Teacher judgement Teacher prepared checklist
Recognize rhyming words	Nursery rhymes Holt Rinehart Workbook Level I Skills Practice Sheets Commercial Duplicating sheets Labeling Objects Film strips with records Lippincott Phonics Supplementary Reading Workboods	Teacher Judgement Level test-Holt Rinehart Workbook exercises-Holt Rinehart Supplementary Reading Workbooks
Recognize consonant sounds a. initial b. final c. medial d. digraphs	Holt Rinehart Recordings Holt Rinehart Workbook-Level 2 Picture Cards Games-"I'm Going on a Trip" Skills Practice Sheets Commercial Duplicating Worksheets Teacher prepared worksheets	Level Test-Holt Rinehart Teacher prepared tests Workbook exercises-Holt Rinehart
Recognize vowel sounds a. short b. long c. clusters	Make Collages Riddles Letter cards Lippincott Phonics Series Labeling Objects	
Recognize additional phonomic values		Holt Rinehart Level 2

Course or Grade 1 & 1

Concept: Reading Skills

Objective: Auditory Discrimination and Word Analysis

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
a. schwa sound b. effect of r following a vowel c. silent e d. dipthongs e. digraphs	Lippincott Phonics Holt Rinehart workbooks Demonstrate examples on chalkboard Teacher enunciation	Oral reading-evaluation Level Tests-Holt Rinehart
Word Analysis		
Phonetic analysis a. identify short and long vowels b. identify consonants c. identify blends 1. initial consonant blends 2. final consonant blends 3. medial consonant blends d. identify rhyming words e. discern variant vowel f. discern silent letters	Lippincott Phonics Holt Rinehart Workbooks-Level 3-8 Commercial worksheets Teacher prepared worksheets Oral practice in associating the sound with the letter or letter combination Learn rules to identify each skills practice sheet Prescription exercises charts letter and picture cards	Level Tests-Holt Rinehart Unit tests-Holt Rinehart Workbook exercises-Holt Rinehart 3-8 Level Tests Workbook exercises-Holt Rinehart

Course or Grade K & 1

Concept: Reading Skills

Objective: Word Analysis and Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Structural analysis a. add endings to base words b. apply singular and plural usage rules c. recognize function of contractions d. place words in alphabetical order e. apply rules to adding prefixes and suffixes f. recognize and construct compound words g. form possessive nouns	Lippincott Phonics Holt Rinehart Level 3-8 Overlays Charts Supply missing letters in alphabet sequence Illustrate sound at prefixes and suffixes and then show that meaning of root word is changed	Level Tests--Holt Rinehart Unit Test--Level 7 & 8 Holt Rinehart Commercial Duplicating Sheets Teacher prepared tests Iowa achievement tests
Comprehension Use table of contents All important words begin with capitals	Holt Rinehart Level 3 Explanation and showing from texts	Teacher observation
Analyze reading material a. interpret plot or meaning 1. determine main idea 2. find details and stated facts b. discover relationships between pictures and words	Holt Rinehart Levels 3-8 Nip the Bear-- Supplementary reading Honeycomb--Houghton Mifflin Cloverleaf " " Curbstone Dragon--Economy-Suppl. reading SKimming--Level 8 Pictues are clues to the written word	Level Tests--Holt Rinehart Workbooks to accompany supp. Readers Iowa Achievement Test

Course or Grade K & 1

Concept: Reading Skills

Objective: Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
c. perceive simple cause/effect relationships 1. analyze characters 2. predict outcomes	Oral questioning Holt RInehart Levels 3-8	Level tests--Holt Rinehart Workbook exercises--Holt Rinehart
d. determine sequences	Dramatize-Role Playing Oral questioning Talk about things we do everyday in a given order	
e. summarize 1. recall 2. reread	Sentence strips chalkboard Judy-see-que-puzzles	
f. state conclusions 1. make inferences 2. distinguish between relevant and irrelevant, true and not true 3. determine whether fact or fantasy	Group discussion following silent reading reread to find story details retell story in their words	Teacher Observation
Understand material read orally by the child	Answering questions that require inferences from material read Answer questions by reading passages that support their conclusions	
Offer personal judgement on the quality value and authenticity of material read	Picture books with realistic photographs and books with imaginative drawings	
Project her/his thinking beyond the selection	Guided questions	Holt Rinehart workbooks--Comprehension
	Determine the authors purposes in writing the selection Did the child enjoy the selection Advantages and disadvantages What would you do if you were the characters.	Worksheets--level tests-Holt Rinehart Supplementary reading workbooks Workbook exercises--Holt Rinehart

Course or Grade K & 1

Concept: Reading Skills

Objective: Vocabulary

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Incorporate listening and speaking vocabulary into reading vocabulary	Holt Rinehart LEvel 3-8	Teacher evaluation
a. use basal sight word list b. use Dolch word list c. attack new words	Flash Cards--picture cards Lippincott Phonics Holt Rinehart Levels 2-8	
1. use context clues 2. decode 3. encode 4. recognize configuration	Word block forms Changing letters to form new words	
Interpret multiple meanings of words	Chalkboard Commercial materials Templates Lippincott phonics	level Tests--Holt Rinehart
Differentiate synonyms, homonyms, and antonyms	Self Help Dictionary Holt Rinehart LEvel 8 Pictures	
Analyze figurative language a. identify cliches	Lippincott Phonics Holt Rinehart LEvel 1-2-8 Teacher constructed Materials	Workbook Exercises Holt Rinehart Level Tests--Holt Rinehart

Course or Grade K & 1

Concept: Reading Skills

Objective: Vocabulary and Silent Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Pronounce words correctly	Flash card drill Chalkboard Language Master Peabody Kit Teacher and class observation	Teacher Judgement
Silent Reading a. complete seatwork exercises b. follow directions c. improve rate in speed 1. read with correct physical mechanics 2. read at rate appropriate to material	Basal Reader-Holt Rinehart Supplementary reading Read from filmstrips Controlled Reader SRA Labs Reading for a purpose speed drills phrase reading	Teacher observation a. correct eye movement b. decrease vocalization
Read for pleasure	Library books Children's magazines Bulletin Board Captions Printed notices, signs, labels	Teacher Observation

Course or Grade K & 1

Concept: Reading Skills

Objective: Oral Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Overcome omissions and reversals	Choral reading Group reading Slow down to read for meaning Master left to right progression to overcome the omissions and reversals	Teacher observation
Read with confidence	Teacher as the model Easy reading-appropriate to grade level	
Read with expression a. observe punctuation marks b. vary pitch according to meaning	Tape Recorder Use of practice exercised in phrasing Pantomiming words	Teacher evaluation
Use appropriate rate	Tape Recorder Dialogue reading	
Read with appropriate volume	Emphasize words in heavy type Reading in small groups in comparison to entire room	Teacher evaluation

Course or Grade K & 1

Concept: Speaking and Listening Skills

Objective: Speaking

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Speech mechanics a. enunciate clearly b. phrase and pause appropriately c. adjust volume to conditions d. control pitch and rate for emphasis e. maintain eye contact with listeners	Piaget Kit Clap words in rhythm Teacher model Heavy type words Puppets	Teacher Observation
Speech participation a. express ideas clearly and succinctly b. deliberate before speaking c. retell a story or relate an experience in logical order d. 1. organize and present an oral report or speech 2. participate in or lead small group discussion (speak for a specific purpose)	Use phrases and sentences to answer questions Show and Tell Questions and answers Games Think before answering Show and tell Relating personal experiences 1. I do not think we do this 2. First graders are spontaneous in their answers respond, share and discuss reactions to books and experiences	Teacher Observation

Course or Grade K & 1

Concept: Speaking and Listening Skills

Objective: Listening

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Listen Actively a. Remain quiet and attentive when someone else is speaking b. Tune in attention for hearing first sound of utterance c. Distinguish between hearing and listening.	SRA Listening SKills Launch---supplementary DLM Supplementary-School councils adm. Sound boxes--Peabody Kit Listening centers	Teacher Observation Child Repeat first sounds
Listen for specific purposes a. follow directions b. differentiate pertinent information c. interpret voice tones	SRA Listening skills EARS economy co. Tape Recorder Bowman Records	Unit Test-Holt Rinehart
Listen for pleasure	Material is suited to the background and language achievement of the listener. Records Story tapes Filmstrips Show and Tell Machine	Enjoyment for pupils

Course or Grade K & 1

Concept: Penmanship Skills

Objective: Manuscript

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Use correct mechanics	Manuscript writing paper Teacher prepared models Tracing Noble Teacher Manual	Using likeness and difference work sheets Teacher observation
Develop small muscle coordination	Write neatly and legibly Drawing stick persons Finding basic strokes in pictures Using scissors Coloring--(Staying within the lines) Tracing Clay	
Develop eye to hand codrdination	Connecting dots to learn basic strokes. Copying from the board Chalkboard writing	Teacher Observation WISC Test
Apply left-to-right progression	Writing Names	Holt Rinehart Workbook--Level 2
Form letters and numerals correctly Write manuscript letters and numerals	ABC Charts Tracing with finger, then pencil Workbook exercises Copying from books and chalkboard Seat work exercises that deal with horizontal, vertical and diagonal lines as well as some curves	Teacher Observation Holt Rinehart Workbook--Level 2

Course or Grade K & 1

Concept: Penmanship Skills

Objective: Manuscript and Cursive

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Write on lined paper	Skip lines Mark skip lines with an x Dotted line paper-reducing the width of the line second semester Copying from the board Noble and Noble Teacher Manual	Teacher judgement
Space words properly	Use finger to start spacing between words in writing 1st grade writes from edge to edge of paper.	Teacher judgement

Course or Grade K & 1

Concept: Composition Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Form thought organizations a. write simple, meaningful sentences	Dictation a. picture Holt Rinehart workbook Level 8	Teacher constructed worksheets
Punctuate properly	Use period, question mark and exclamation mark to show what meaning is intended, and as cues relating to stress and pitch. Teacher instruction from board and prepared seat work	Holt Rinehart Workbooks Levels 3-8 Level Test 7 & 8 Holt Rinehart
We do this: →	Holt Rinehart Levels 7-8 Charts--Commercial Seatwork Write stories about trips, pets, etc. (We do not stress perfect spelling, they spell phonetically, we want them to be able to get a thought on paper) We want them to use the punctuation and capitalization skills.	

Course or Grade K & 1

Concept: Spelling Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Associate the spoken word with the written word	Tape Recordings Flash Cards Language Master	Teacher Judgement
Discerns Incorrect Spelling	Child recognizes a misspelled word in a group of words	Iowa Basic Skills Achievement Test
Use Phonetic and structural word analysis for effective spelling	Holt Rinehart Core Program	Holt Rinehart Level test Level 8

Course or Grade K & 1

Concept: Language Skills

Objective: Language Mechanics and Grammar Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Capitalize correctly Punctuate Correctly	Holt Rinehart Workbooks-Level 2-8 Prescription Exercises Teacher Prepared Seatwork Commercial Seatwork Change Statements to questions	Level Test Holt Rinehart
90		90

Course or Grade K & 1

Concept: Research and Study Skills

Objective: Library Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Observe proper library conduct	Use soft voice Listen during story time	Teacher judgement Field trip to city library
Use reference materials a. use the dictionary	Know alphabetical order Entry words Picture clues	
Use audio-visual materials	Show and tell machine Individual film strip viewers Record players Headsets	Child can operate these if shows capability

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Visual Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize sight words	Use Dolch word list Badal sight word list Experience charts Miscellaneous home-made selections or sentences or stories	Flash card drill Teacher observation Unit test
Understand marks of punctuation Identify sentences as statements, questions, or exclamationa. Abbreviate, capitalize, and punctuate addresses. Use quotation marks in direct address.	Holt Rinehart and Winston workbook Skills practice Holt Rinehart Prescription Exercises Chalkboard Charts Sentence Strips Note relation between punctuation in writing and pause in speaking.	Unit test-Holt Rinehart ITBS
Recognize consonants a. initial b. final c. medial d. digraphs Recognize vowels: a. short b. long c. clusters	Ideal picture cards Ideal charts Alphabet cards Visual objects Duplicating masters Lippincott Phonics Series ABC Pattern Formations (CVC-CVCF, Etc.)	Teacher-made tests Unit Tests-Holt Rinehart ITBS
Identify root words Root Words (morphology)	Word cards Prefix and suffix cards Holt Rinehart workbooks Skill practice prescription ex.	Unit test

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Visual Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Use left to right progression	Demonstrate left to right progression facing away from children; then facing toward the children Reproduce construction paper hands taped to desks Use of games: Simon Says I put my right hand in tracing lines, letters, numerals, words.	Teacher observation Workbook activities Skills practice duplicating masters
Recognize symbols on clock, calendar, and thermometer. Use colon in writing time. Use numerals and hands on a clock. Determine days of the week and how many days in the month Define degrees on a thermometer Recognize compound words	Holt Rinehart and Winston-Level 9 Clocks Calendars Thermometers Pairs of cards that make compound words Picture cards Holt Rinehart Workbook Holt Rinehart Skill Practice Suplicating Masters Holt Rinehart-Prescription Exercises Commercial Duplicating Materials	Teacher Observation Workbook activities Skills Practice Suplicating Masters Teacher-made test Unit test-Holt Rinehart Teacher constructed tests ITBS
Recognize contractions Recognize apostrophe as signal for an omitted letter in two words Recognize suffixes and prefixes	Word cards with apostrophe Holt Rinehart Workbook Holt Rinehart Skill Practice Duplicating Masters Prescription exercises Charts	Identify the two words of a contraction. Condense the two words into a contraction. Discriminate between contractions and possessive forms. Unit Test

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Auditory Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Discern letter names.	Name tags-matching activities	Teacher observation
Recognize rhyming words.	Landon Records-Ditto masters Individual practice Demonstration Holt Rinehart Phonetic Series Alphabet Song-Library books-alphabet books Ideal word cards- Poetry records and tapes Mother Goose Records and tapes Nursery Rhymes Filmstrips with records Lippincott Phonics ABC Supplementary Readers	Teacher-made tests Unit tests-Holt Rinehart Teacher judgement Workbook exercises Unit test ITBS
Recognize consonant sounds a. initial b. final c. medial d. digraphs	Landon Series Records Holt Rinehart Phonetic REcord Teacher enunciatiation and practice Lippincott Phonics ABC Riddles Collages Letter Cards	Landon Series Test Oral Reading Evaluation Lippincott Evaluation Pages Spelling Test CPS Test
Recognize vowel sounds a. short b. long c. clusters		
Recognize additional phonemic values		

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Auditory Discrimination and Word Analysis

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Discover relationships between pictures and words	Describe the picture Locate words that relate to pictures Look for detailed objects in pictures Use as clue for new words	Iowa Achievement Test
Auditory Discrimination: a. schwa sounds(accents) b. effect of r following a vowel c. silent e d. dipthongs e. digraphs	Glossaries Techniques Dictionary studies Teacher enunciation Charts-cards-chalkboard syllable/accent charts	Holt Rinehart Unit Tests Teacher-made tests Oral Reading Evaluations
Word Analysis: a. identify short and long vowels b. identify consonants c. identify blends 1. initial consonant blends 2. final consonant blends 3. medial consonant blends d. identify rhyming words e. discern variant vowels f. discern silent letters g. divide words into syllables h. recognize accented syllables	Learn rules for identifying long and short vowel sounds Holt Rinehart Teacher's Editions Lippincott Phonetic Books ABC Ideal charts and cards Vowel Cluster Charts Syllabication charts with accents shown Holt Rinehart Workbooks Holt Rinehart Skills Practice Glossary Games Chalkboard Landon Record Series Ditto Masters	Holt Rinehart Unit Tests Landon Series Test Lippincott Evaluation pages Iowa Achievement Test Teacher-made tests

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Word Analysis and Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Structural Analysis: a. add endings to base words b. apply singular and plural usage rules c. recognize function of contractions d. Supply missing letters in alphabetical sequence e. place words in alphabetical order f. apply rules to adding prefixes and suffixes g. recognize and construct compound words h. form possessive nouns i. form comparative and superlative modifiers	Holt Rinehart Teacher's Editions, Workbooks, Skills Practice, and Prescription Exercises Overlays Illustrations Lippincott Phonics	Unit Test Teacher-made test Iowa Achievement Test
Comprehension: a. Use table of contents	Holt Rinehart Readers: Analyzing and Showing Holt Rinehart Teacher Editions Overlays Identifying stories, poems, language or study skills	Unit Test Teacher Observation ITBS
Analyze Reading Material: a. Interpret plot or meaning 1. determine main idea 2. find details and stated facts	Holt Rinehart Readers-Supplementary Compare two or more selections in terms of main idea Find and eliminate sentences to find main idea Skimming to find details or stated facts	Unit Test Iowa Achievement Test Iowa Achievement Test

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
b. discover relationships between pictures and words	Describe the picture Locate words that relate to pictures Look for detailed objects in pictures Use as clue for new words	Iowa Achievemnt Test
c. perceive simple cause/effect relationships 1. analyze characters 2. predict outcomes d. determine sequence	Holt Rinehart Teacher's Editions Holt Rinehart Teacher's Workbooke Recognize cause and effect when both are explicitly stated Oral Questioning 1. Dramatizing 2. Role Playing Talk about things done in a given order	Unit Test ITBS
e. summarize 1. recall 2. reread	Sentence strips Chalkboard Holt Rinehart Workbooks, Skills Practice and Prescription Exercises Tell story in sequence- Picture cards Judy-See-Q	Teacher Observation
f. state conclusions 1. make inferences 2. distinguish between relevant and irrelevant, true and not true 3. determine fact or fantasy	Oral questioning of previous reading. Telling story in own words. Reread for specific answers Group discussion following silent reading. Oral questioning of "What might happen if..." Why, Where, etc.	
Understand material read orally by self	Making judgements to support conclusions	
Offer personal judgement on the quality value, and authenticity of material read	Picture books with realistic photographs or imaginative pictures and stories	
Project her/his thinking beyond the selection	Did the child like the selection? Did she/he believe that it was true? What would you do?	Teacher-made quiz Questions from chalkboard to be answered

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Vocabulary

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Incorporate listening and speaking vocabulary into reading vocabulary a. use basal sight word list b. use Dolch word list c. attack new words 1. use context clues 2. decode 3. encode 4. recognize configuration	Sight word cards Dolch and Basal word lists Word block forms (chalkboard) Changing initial or final consonants Adding or removing vowel letters to change from short to long sounds Holt Rinehart Chalkboard	Teacher Evaluation Unit Test Iowa Achievement Tests
Interpret multiple meanings of words	Pictures relating to multiple meanings where possible Demonstrate or act out multiple meanings Holt Rinehart Workbooks Holt Rinehart Skills Practice Self-Help dictionary-Lippincott	Templates Commercial materials Unit Test ITBS
Differentiate synonyms, homonyms, and antonyms	Children-constructed synonym, homonym, and antonym trees Holt Rinehart Workbook Holt Rinehart Skills Practice Word Cards Charts Bulletin Contest Teacher-made games	Unit Test ITBS
Analyze figurative language a. Identify cliches b. Identify idioms	Pictures to describe Holt Rinehart Workbooks and Skills Practice Lippincott Phonics and Creative Writing	Unit Test

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Vocabulary and Silent Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Pronounce words correctly	Word cards Charts Readers Giving oral book reports or listening to conversation attentively	Teacher observation
Silent Reading		
Read for a specific purpose a. complete seatwork exercises b. follow directions c. improve rate in speed 1. read with correct physical mechanics 2. read at rate appropriate to material	Basal Readers Supplementary readers Filmstrip materials Speed should be thought of and taught as speed of understanding adequately. Learn to adjust speed of reading to a given situation. Phrase reading and short exposure exercises	Teacher observation of each child reading silently Watch specifically for; correct eye movement lip movement regression
d. locate and select specific information 1. survey material 2. skim passage 3. choose relevant information	Skimming for specific purposes. One or more copies of each of many suitable story books. Reading silently Uninterrupted time(PSU)	Teacher-made tests
Read for pleasure	Children's magazines Bulletin Boards Signs and labels	

Course or Grade 2 & 3

Concept: Reading Skills

Objective: Oral Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Overcome omissions and reversals	Reversals-additional practice to become better acquainted with forms of letters Additional instruction in attacking words systematically from left to right. Slowing down in oral reading and learning to read for meaning. Choral reading. Group reading.	Teacher observation
Read with confidence	Teacher reads as model. Supply enough easy reading materials.	Oral reading individually.
Read with expression: a. observe punctuation marks b. vary pitch according to meaning.	Use punctuation marks as indicators of meaning. Know each interpretation of each mark. Tape recordings of own voices.	Teacher evaluation
Use appropriate rate	Practice adequate phrasing. Eyes move a little faster than voice span. Practice familiar material. Choral readings. Rapid exposure exercises. Dialogue readings.	
Read with appropriate volume	Tape recorder. Emphasize words in heavy type. Read in small groups in comparison to entire classroom.	

Course or Grade 2 & 3

Concept: Speaking and Listening Skills

Objective: Speaking

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Speech mechanics a. enunciate clearly b. phrase and pause appropriately c. adjust volume to conditions d. control pitch and rate for emphasis e. maintain eye contact with listeners	Say each word distinctly. Clap words in rhythmic measures. Notice typing forms and punctuation. Read slowly, quickly, softly or loudly for emphasis. Practice speaking to group. Puppets.	Teacher observation
Speech participation a. express ideas clearly and succinctly b. deliberate before speaking c. retell a story or relate an experience in logical order. d. speak for a specific purpose: 1. organize and present an oral report or speech. 2. participate in or lead small group discussion.	Show and tell. Questions and answers. Games. Take time to think of an adequate answer before speaking. Use phrases and sentences to answer a question. Oral book reports. Respond, share, discuss reactions to books and experiences.	Teacher observation.

Course or Grade 2 & 3

Concept: Speaking and Listening Skills

Objective: Listening

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Listen actively a. remain quiet and attentive when someone else is speaking. b. tune in attention for hearing first sound of an utterance. c. distinguish between hearing and listening.	Limit the words used in reading selections to words included in vocabulary	Teacher observation
Listen for specific purposes a. follow directions b. differentiate pertinent information c. interpret voice tones	Give a few explicit directions, gradually increasing the activities. Story records. SRA Listening set. Cassettes Listening Centers. Tape recorder. Filmstrip record centers. Bowmar records. Landon series	Unit Tests
Listen for pleasure	Materials suited to the background and achievement level of the listener. Tape recorder. Records. Filmstrip and records.	Pupil participation and enjoyment.

Course or Grade 2 & 3

Concept: Penmanship Skills

Objective: Manuscript and Cursive (Grade 3)

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Use correct mechanics	Noble Cursive Writing paper Book-3 Noble Manuscript Writing Book-2 Chalkboard Crayon-paper Write neatly and legibly Newsprint	Teacher observations on chalk-board Teacher observations writing with crayon
Develop small muscle coordination	Manuscript writing paper Tracing dotted lines Use adequate size pencil. Squeeze ball Clay-finger exercises Using scissors--coloring within lines.	Teacher Observation
Develop eye-to-hand-coordination	ABC desk charts Copying from chalkboard Chalk Pencils-Manuscript paper Hand-eye exercises	Teacher Ovservation WISC tests
Form letters and numerals correctly a. write manuscript letters and numerals b. write cursive letters (3rd)	Holt Rinehart Teachers Edition Noble and Noble Alphabet Charts Commercial Charts (ABC) Forms should be identical as to method taught.	Teacher Judgement

Course or Grade 2 & 3

Concept: Penmanship Skills

Objective: Manuscript and Cursive

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Write on lined paper	Noble Cursive Book Manuscript 2 lined paper Gradually reduce to 5 line paper for cursive. Writing sentences from board. Follow proper line patterns. Write creative stories.	Teacher evaluation
Space words properly	Use of cursive in seatwork on regular paper -3rd (Spellers and language books) Use a finger-space between words Titles centered Paragraphs indented	Teacher checked papers
Observe left and right margins	Only for paragraph indentions or letter writing, second and third write from edge to edge.	Teacher evaluation

Course or Grade 2 & 3

Concept: Composition Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Form thought organizations a. write simple, meaningful sentences b. write more difficult sentences c. organize paragraphs	Holt-Rinehart Laidlaw English -3rd Teacher made materials	Unit test ITBS 3rd Teacher made test
Punctuate properly	Teach how a simple sentence begins then add descriptive adjectives, adverbs and prepositional phrases. Dictation sentences from spelling Holt Rinehart Laidlaw English-3rd	ITBS Test Unit Test-Holt
Write creatively	Teacher made materials Teacher demonstration on chalkboard Charts Create tongue twisters, rhymes and poems endings for stories. Commercial ditos	Teacher Evaluation
Compose letters and address envelopes a. write friendly letters	Spelling is not main goal-child is encouraged to spell phonetically. Teacher inspired Creative writing books Holt Rinehart Teachers Edition Self-inspired writings Laidlaw English-3rd Teacher made materials Holt Rinehart February Post Office Unit	ITBS-3rd Unit Test Laidlaw Test-3rd Teacher Made Test

Course or Grade 2 & 3

Concept: Spelling Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Associate the spoken word with the written word	class participation Oral reports Oral talks McCormick-Mathers speller-Supp. Holt Rinehart Care Program Tape Recorder	Teacher observation
Recognize own spelling and written problems a. know spelling of frequently used words b. spell and use words from other subject areas c. know unexpected spellings	Holt Rinehart I Level 9 Unit II CPS Economy Kit 3rd Teacher initiated words for skill (power words) Portales Public Schools spelling manual McCormick-Mathers Speller (Supplementary)	Unit Tests ITBS 3rd
Use phonetic and structural word analysis for effective spelling	Holt Rinehart Core Program McCormick-Mathers Speller (Supp.)	Unit Test Daily Test
Discern incorrect spelling	Recognizes a misspelled word in a sentence or in a group of words	ITBS Holt Unit Test

Course or Grade 2 & 3

Concept: Language Skills

Objective: Language Mechanics and Grammar Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Capitalize correctly	Holt Rinehart Workbooks. Holt Rinehart Skill Practice. Holt Rinehart Prescription Exercises. Commercial-made dittos.	Language ditto test Commercial-made test Unit test Teacher tests
Punctuate Correctly	Chalkboard. Charts.	ITBS (grade 3)
Grammar		
Recognize the two essentials of English grammar:		
a. determine word order	Teacher-made games.	ITBS (grade 3)
b. classify parts of speech	Laidlaw English-3rd.	Unit Test-Holt
1. nouns and verbs	Holt .	
2. pronouns	Esp and other dittos-3rd.	
3. verbs	Chalkboard games.	
4. adjectives		
5. adverbs		
Demonstrate correct usage:	Change statements to questions	
a. form plurals and possessives		
b. form degrees of modifiers		
c. use correct subject-verb agreement.		

Course or Grade 2 & 3

Concept: Research and Study Skills

Objective: Library Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Know organization of library	Card catalog ABC Order Knowledge of types of books: fiction, nonfiction, etc.	Field trip to library Teacher observation Teacher-made test Holt Alpha order
Observe library policies and procedures	Correct way to take a book to examine. How to fill out a library card. Know what date book is due. Quietness in library.	ITBS (grade 3)
Use reference materials	Dictionary skills needed: a. know alphabetical order. b. entry words. c. guide words. d. pronunciation key (simplest). e. accent markings. f. syllabication. g. word meaning or meanings. h. picture clues. Encyclopedia skills needed: a. understanding of the contents, purpose, and value. b. arrangement of material. c. using alphabetical order. d. use of index. e. use of guide letters on covers. f. locating page of information.	
Audio-Visual Materials	Filmstrip viewers, record players, tape players, listening centers with head sets--Know the proper use and operation.	Teacher observation

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Visual Discrimination

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize symbols on clock, calendar, and thermometer.	Math	
Recognize vowels: a. clusters	Special Happenings, Level 12. Time to Wonder, Level 13. Freedom's Ground, Level 14.	Workbooks Skill Builders Unit test Teacher's edition
Identify Root words		
Recognize compound words		
Recognize contractions	Spelling Words and Skills, Books 4 & 5	Workbooks Weekly test
Recognize prefixes and suffixes		Unit test

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Auditory Discrimination and Word Analysis

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize vowel sounds		
Recognize additional phonemic values: a. schwa sound b. effect of r following a vowel c. silent e d. dipthongs e. digraphs	Special Happenings---Level 12 Time to Wonder Level 13 Freedom's Ground Level 14 Spelling Words and Skills Book 4 & 5	Workbooks SKill Builders Unit Test Teachers Edition Achievement Test
Word Analysis Phonetic Analysis a. discern variant vowel and consonant clusters b. discern silent letters c. divide words into syllables d. recognize accented syllables	Spelling words and skills book Charts-posters-bulletin boards	Workbooks Weekly test Unit Test Achievement test
Structural analysis a. add endings to base words b. apply singular and plural usage c. recognize function of contractions d. place words in alphabetical order e. apply rules for adding prefixes and suffixes.		

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Word Analysis and Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
f. recognize and construct compound words g. form comparative and superlative modifiers. h. form possessive nouns Comprehension Use table of contents	Spelling words and skills book 4 & 5 Special Happenings Level 12 Time to Wonder Level 13 Freedom's Grounds Level 14	Weekly Test Workbooks Unit Test Workbooks Skillbuilders Unit Test Teachers Edition
Analyze reading material a. interpret plot or meaning 1. determine main idea 2. find details and stated facts b. perceive simple cause/effect relationships 1. analyze characters 2. predict outcomes c. determine sequence d. summarize 1) recall 2) reread e. state conclusions 1. make inferences 2. distinguish between relevant and irrelevant, true or not true.		

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
3. determine whether fact or fantasy 4. distinguish between fact and fiction Recognize the general purpose of the author Identify likenesses and differences in characters, times, and places. Offer personal judgement on the quality, value, and authenticity of material read Project her/his thinking beyond the selection, suggesting a solution, adding constructive ideas, thinking of possible applications, etc.	Special Happenings-Level 12 Time to Wonder---Level 13 Freedom's Ground--Level 14	Workbooks Skill Builders Unit Test Teachers Edition

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Vocabulary

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Incorporate listening and speaking vocabulary into reading vocabulary a. use basal sight word list b. attack new words 1. use context clues 2. decode 3. encode	Special Happenings level 12 Time to Wonder level 13 Freedom's Grounds Level 14	Workbooks Skill Builders Unit Test Teachers Edition Achievement Test
Analyze figurative language a. identify idioms b. identify cliches		
Interpret multiple meanings of words.		
Differentiate synonyms, homonyms, and antonyms	Our Language Today--Book 4 and 5 Posters Charts Bulletin Boards	Workbooks and exercises in book End of unit test Achievement test

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Vocabulary and Silent Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Pronounce words correctly	Spelling words and skills--4 " " " 5	Oral Pronunciation Oral Reading
Silent Reading Read for a specific purpose a. complete seatwork exercises b. follow directions c. improve rate in speed 1. read at rate appropriate to the material d. locate and select specific information 1. survey material 2. skim passage 3. choose relevant information e. research topics	Special Happenings Level 12 Time to Wonder Level 13 Freedom's Grounds Level 14	Workbooks Skill Builders Unit Test Teachers Edition Achievement Test
Read for pleasure	Books	Books of own choice

Course or Grade 4 & 5

Concept: Reading Skills

Objective: Oral Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Overcome omissions and reversals	Special Happenings, Level 12 Time to Wonder, Level 13 Freedom's Grounds, Level 14	Teacher evaluation
Read with confidence		
Read with expression a. observe punctuation marks b. vary pitch according to meaning.	Any reading or library books of chosen by teacher or student.	
Use appropriate rate	Choral reading Plays	
Read with appropriate volume	Poems read orally	

Course or Grade 4 & 5

Concept: Speaking and Listening Skills

Objective: Speaking

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Speech mechanics: a. enunciate clearly b. phrase and pause appropriately c. adjust volume to conditions d. control pitch and rate for purposes of emphasis. e. maintain eye contact with listeners	Our Language Today, Books 4 & 5 Oral Reading Discussion Storytelling Oral reports Debates Choral reading Plays	Teacher evaluation
Speech participation: a. express ideas clearly and succinctly b. deliberate before speaking c. decide when to use formal and informal speech. d. retell a story or relate an experience in logical order e. speak for a specific purpose: 1. organize and present an oral speech or report 2. participate in or lead small group discussion		

Course or Grade 4 & 5

Concept: Speaking and Listening Skills

Objective: Listening

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Listen actively: a. tune in attention to hear first sound of utterance b. distinguish between hearing and listening	Follow directions given by teachers.	Teacher evaluation and test over selelctions read to class.
Listen for specific purposes: a. follow directions b. differentiate pertinent information c. interpret voice tones d. infer what is meant when it is not stated explicitly e. analyze meanings and implications of speaker's text	Listening skills test	
Listen for pleasure	Listening to stories read by teachers or others. Listening to records, tapes, TV. etc.	

Course or Grade 4 & 5

Concept: Penmanship Skills

Objective: Manuscript and Cursive

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Develop small muscle coordination		
Form letters and numerals correctly a. write cursive letters	Manuscript Writing -Noble & Noble	Sitting position Holding of pencil Size of letters
Write on lined paper	Use of workbook and models to follow Writing exercises Daily paper work	Slant Shapes Spacing Alignment Appearance National Handwriting norms for final test
Observe left and right margins		

Course or Grade 4 & 5

Concept: Spelling Skills and Language Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize own spelling and writing problems a. know spelling of frequently used words. b. spell and use words from other subject areas c. know unexpected spellings	Spelling words and skills book Special Happenings Level 12 Time to Wonder Level 13 Freedom's Ground Level 14	Unit test Weekly test Spelling bee Spelling games Workbooks Skill Builders Unit Test
Use phonetic and structural word analysis for effective spelling	Spelling Words and Skills Book Scotts Foresman	Weekly test Unit Test Achievement Test
Language Skills Capitalize correctly	Our Language Today Levels E and D	
Punctuate correctly	Our Language Today Levels E and D	

Course or Grade 4 & 5

Concept: Language Skills and Research and Study Skills

Objective: Grammar Skills and Library Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize the two essentials of English grammar a. determine word order b. classify parts of speech 1. nouns and verys 2. pronouns 3. adjectives and adverbs	Our Language Today-E and D Special Happenings Level 12 Time to WOnder Level 13 Freedom's Ground Level 14	Workbooks: Our Language Today E & D End of unit test E & D Workbooks Skill Builders Unit Test
Demonstrate correct usage a. use irregular verbs correctly b. form plurals and possessives correctly c. form degrees of modifiers correctly d. use correct subject-verb agreement	Our Language Today E & D Special Happenings Level 12 Time to WOnder Level 13 Freedom's Ground Level 14	Workbook-OUr Language Today E & D End of Unit Test Workbooks Skill Builders Unit Test
Library Skills Know organization of library	Our Language Today E & D	
Observe library policies and procedures	Library	Workbooks--Our Language Today E & D End of Unit Test

Course or Grade 4 & 5

Concept: Research and Study Skills

Objective: Library Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Use reference materials a. use the dictionary b. use encyclopedia c. use atlas and almanac	Time to Wonder LEvel 13 Freedom's Ground Level 14 Special Happenings Level 12	Unit Test Skill Builders " " " " " " " "
	Our Language Today D & E	Workbook--Our Language Today D & E End of unit test D & E
Use audio-visual materials	Library-School	
Use the card catalog		

Course or Grade 4 & 5

Concept: Composition Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Compose letters and address envelopes a. write friendly letters b. construct business letters	ABC Company OUr Language Today Book 4 Level D Our Language Today Book 5 Level E Writing Letters in class or to some company	Workbook-Our Language Today Book 4 End of Unit Test-Book 4 Workbook-Our Language Today Book 4 End of Unit Test Achievement Test
Express one thought in a variety of sentence patterns	Our Langauge Today--Book 4-D Our Language Today--Book 5-E Our Language Today Book 4-D Our Language today Book 5-E	Our Language Today Workbook Level D Workbook LEvel E End of Unit Test D End of Unit Test E

Course or Grade 4 & 5

Concept: Composition Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Form thought organizations: a. write simple, meaningful sentences b. write more difficult sentences c. organize paragraphs	Our Language Today Book 4 & 5 Using spelling words in sentences or writing sentences or paragraphs	Teacher evaluation Exercise in book
Punctuate properly		
Write creatively	Writing stories or endings to stories.	Teacher evaluation regulated by rules of punctuation.
Express thoughts poetically	Writing poems	

Course or Grade 6

Concept: Reading Skills

Objective: Auditory Discrimination and Word Analysis

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize vowel sounds	Riders on the Earth, TE	
Recognize additional phonemic values: a. schwa sound b. dipthongs c. digraphs	Skills Practice, level 15 Prescription Skills, level 15 Freedom Ground, TE Special Happenings, TE See reading texts under heading "Decoding/Encoding Skills" Our Language Today, 6	Evaluation for all areas that 6th grade is responsible. Pre and Post tests for areas
Word Analysis		
Phonetic Analysis: a. divide words into syllables b. recognize accented syllables	Prescription (15) Skills Levels,13,14,15 Spelling Words and Skills Freedom Ground,TE	
Structural Analysis: a. apply singular and plural usage b. apply rules for adding prefixes and suffixes	Special Happenings, TE Our Language Today, 6 Ride[illegible] on the Earth Language Skills Comprehensive Literary Skills Decoding/Encoding	

Course or Grade 6

Concept: Reading Skills

Objective: Word Analysis and Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
c. form comparative and superlative modifiers d. form possessive nouns	Riders on the Earth Our Language Today, 6	
Comprehension		
Analyze reading material: a. interpret plot or meaning: 1. determine main idea 2. find details and stated facts b. perceive simple cause/effect relationships 1. analyze characters 2. predict outcomes c. determine sequence d. summarize 1. recall 2. reread e. state conclusions 1. make inferences 2. distinguish between relevant and irrelevant, true and not true 3. determine whether fact or fantasy 4. distinguish between fact and fiction	Our Language Today, 6 See Language Skills seconds of Reading Text Books Riders on the Earth, L-15 Comprehension/Literary Skills of reading textbooks. Special Happenings Riders on the Earth	

Course or Grade 6

Concept: Reading Skills

Objective: Comprehension

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize the general purpose of the author	Patterns of Language (D) Our Language Today, 6	
Identify likenesses and differences in characters, times, and places	Reading Textbooks/Comprehension Literary Skills	
Offer Personal Judgement on the quality, value, and authenticity of material read.		Levels 12,13,14,15,16 are used in 6th grade classes. Low group,12,Special Happenings Low Average,14, Freedom's Ground High Average,15,Riders on the Earth High,15-16
Project her/his thinking beyond the selections suggesting a solution, adding constructive ideas, thinking of possible applications, etc.		
Vocabulary		
Incorporate listening and speaking vocabulary into reading vocabulary: a. use basal sight word list b. attack new words 1. use context clues 2. decode 3. encode	Our Language Today,6 Special Happenings Riders on the Earth Skills Book Textbooks under Encode/Decode skills	
Interpret multiple meanings of words	Riders on the Earth Language Skills Our Language Today Special Happenings TE & workbook Patterns of Language, Level D Management Program, Level D	

Course or Grade 6

Concept: Reading Skills

Objective: Vocabulary and Silent Reading

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Differentiate synonyms homonyms and antonyms		
Analyze figurative language a. identify idioms b. identify cliches		
Pronounce words correctly	Riders on the Earth Riders on the Earth Skills Book Spelling Words and Skills Our Language Today	
Locate and evaluate word etymologies	Patterns of Language, Level D	
Silent Reading		
Read for a specific purpose: a. complete seatwork exercises b. follow directions c. improve rate in speed 1. read at rate appropriate to the material d. locate and select specific information 1. survey material 2. skim passage 3. choose relevant information e. research topics	Special Happenings, Level D Workbook Riders on the Earth, Workbook and and Skills book Special Happenings, Level 12	
Read for pleasure	15 minutes at beginning of class period or at end of class period.	Write file author, main character or subject matter, shor summary, and a recommendation on 3 x 5 card.

Course or Grade 6

Concept: Reading Skills, Speaking and Listening Skills

Objective: Oral Reading, Speaking

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Read with expression a. observe punctuation marks b. vary pitch according to meaning Use appropriate rate	Special Happenings, TE Patterns of Language, Level D Riders on the Earth, TE, Decoding and Encoding Skills Our Language Today	
Speaking		
Speech mechanics a. phrase and pause appropriately b. control pitch and rate for purposes of emphasis c. maintain eye contact with listeners	Patterns of Language, Level D Our Language Today	Oral reports and small group discussions Oral book reports Written selections by students read orally Journal entry, rewritten for oral report
Speech participation a. express ideas clearly and succinctly b. deliberate before speaking c. decide when to use formal and informal speech d. retell a story or relate an experience in logical order e. speak for a specific purpose 1. organize and present an oral report or speech 2. participate in or lead small group discussion	Special Happenings TE Patterns of Language, Level D Riders on the Earth, Level 5 Comprehension/Literary Skills Composition, oral and written Our Language Today	Small group discussions of weekly reader, book selection, story selection

Course or Grade 6

Concept: Speaking and Listening Skills, Penmanship Skills

Objective: Listening and Manuscript and Cursive

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Listen actively: a. tune in attention to hear first sound of utterance b. distinguish between hearing and listening	Patterns of Language, Level D Riders on the Earth, Level 15 Comprehension/Literary Skills Composition, oral Our Language Today	
Listen for specific purposes: a. follow directions b. differentiate pertinent information c. infer what is meant when it is not stated explicitly d. analyze meanings and implications of speaker's text	Patterns of Language, Level D Our Language Today	Teacher directed instructions
Listen for pleasure	Reading to class by teacher	Feed back from students
Manuscript and Cursive		
Develop small muscle coordination	Written assignments of students are copied onto the chalkboard Chalkboard games Noble's Better Handwriting	Written assignments
Form letters and numerals correctly a. write cursive letters		Language written assignments Spelling tests
Observe left and right margins	Written assignments Letters	Letter writing unit

Course or Grade 6

Concept: Composition Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Form thought organizations: a. write more difficult sentences b. organize paragraphs	Patterns of Language, Level D Skills Practice, Level 12 Our Language Today Special Happenings, Level 12 Riders on the Earth, Language Skills	
Punctuate properly	Skills Practice, Level 12 Patterns of Language, Level D Our Language Today Riders on the Earth	
Write creatively	Patterns of Language, Level D Our Language Today	
Express thoughts poetically	Patterns of Language, Level D Special Happenings, Level 12 Riders on the Earth, Comprehension/ Literary Skills and Skills book Our Language Today	
Compose letters and address envelopes a. write friendly letters b. construct business letters	Patterns of Language, Level D Unit of letter writing--all involved with post office mail transferred through language arts classes Our Language Today	Writing a letter to teacher after letter writing unit is over.
Construct Outlines	Patterns of Language, Level D Riders on the Earth, Level 15 Study Skills Our Language Today	
Write abbreviated messages	Our Language today	

Course or Grade 6

Concept: Composition Skills, Spelling Skills, Language Skills

92

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Express one thought in a variety of sentence patterns	Patterns of Language, Level D Our Language Today Riders on the Earth, Level 15 Language Skills	
Use transitional devices in writing paragraphs or longer compositions	Riders on the Earth Language Skills Our Language Today	
Spelling Skills		
Recognize own spelling and writing problems: a. know spelling of frequently used words b. spell and use words from other subject areas c. know unexpected spellings	Spelling: Words and Skills Riders on the Earth, Decoding/Encoding Skills Our Language Today	
Use phonetic and structural word analysis for effective spelling	Special Happenings Riders on the Earth, Decoding/ Encoding Skills	
Language Skills		
Capitalize correctly	Patterns of Language Special Happenings Workbook Our Language Today Riders on the Earth	
Punctuate correctly	Special Happenings Skills Practice	

Course or Grade 6

Concept: Language Skills, Research and Study Skills

Objective: Grammar Skills, Library Skills

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize the two essentials of English grammar:	Patterns of Language Skills Practice, Level 12	Comprehension/Literary Skills
a. determine word order	Special Happenings	
b. classify parts of speech	Riders on the Earth	
1. nouns and verbs	Skills book-Language Book	
2. pronouns	Our Language Today	
3. adjectives and adverbs		
Demonstrate correct usage	Patterns of Language	
a. use irregular verbs correctly	Special Happenings	
b. form plurals and possessives correctly	Our Language Today Riders on the Earth	
c. form degrees of modifiers correctly	Comprehension/Literary Skills Language Skills	
d. use correct subject-verb agreement		
Library Skills		
Know organization of library	Patterns of Language Special Happenings Riders on the Earth Study Skills	Librarian gives instructions Dittos and tests over library skills
Observe library policies and procedures	Re-emphasize rules and regulations that librarian has established	
Use reference materials	Skills Practice, Level 12	
a. use the dictionary	Patterns of Language	
b. use encyclopedia	Special Happenings	
c. use atlas and almanac	Riders on the Earth/Study Skills	
Use Audio-visual materials		
Use the card catalog	Patterns of Language Riders on the Earth/Study Skills	

Course or Grade 7th Grade English

Concept: Speaking and Listening Skills

Objective: The student will develop skills in listening and speaking.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Phrase and pause appropriately. Control pitch and rate for purposes of emphasis. Maintain eye contact with listeners. Express ideas clearly and succinctly. Deliberate before speaking. Decide when to use formal and informal language. Use vocabulary appropriate to he situation. Speak for a specific purpose such as: organizing and presenting an oral report or speech; participating in or leading small group discussions; participating in choral and group readings of poetry; and reading poems orally. Distinguish between hearing and listening. Listen for specific purposes by following oral directions, differentiate pertinent information, identifying a speaker's point of view, inferring what is meant when it is not stated explicitly, analyzing meaning and implications of speaker's text.	Text - Building English Skills Red Level - 7th - McDougal & Co. by Staff of The Writing Improvement Project Workbook: Building English Skills, Practice Book Duplicating Masters, Red Level, McDougal & Co. Effective English Text, Jacob Frazier, Silver Burdett Co. Workbook: Effective English and Duplicating Masters, Silver Burdett Co. 1980 Weekly Reader Listening Skill Master. Filmstrip set on Listening & Studey Skills--Disney World of Study Skills - Walt Disney Educational Media Co. Perceptual Communication Skills, Selma Herr, MED, Publisher Books 2 & 3.	Teacher-made tests Published tests Homework papers--daily assignments Oral presentations

Course or Grade 7th Grade English

Concept: Composition Skills

Objective: The student will be able to form thought organizations on paper.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Write with sentence variations. Write good topic sentences. Write simple paragraphs. Observe left and right margins. Organize paragraphs. Identify and write examples of the four types of paragraphs: narrative, descriptive, explanatory, persuasive. Develop an organized paragraph by using facts or statistics, specific examples, an incident or an anecdote, comparason or contrast. Organize and write multi-paragraph papers. Select the topic sentence of a paragraph. Recognize a well-organized paragraph. Punctuate properly. Compose letters and address envelopes by writing friendly letters and constructing business letters. Construct outlines Write creatively. Express thoughts poetically. Write abbreviated messages. Express ones thoughts in a variety of sentence patterns. Use the main tools of description: strong nouns, verbs, adjectives metaphor and simile.	Effective English Text and Workbook. Building English Skills text and workbooks. Think Lab Various magazines in library Real World English--writing Paperback Text, Scholastic Book Co. Learning to Write, filmstrips and cassettes, Center for Humanities Workbooks: Milliken--Our Living Language, ESP workbooks and Hayes workbooks Booklets: Punctuation Errors You Hate to Make, Writing Errors you Hate to Make and How to Avoid Them, Don Wulffson and Richard Uhlich, Xerox Corp. Reading Road to Writing Series, Robert Potter, Globe Book Co.	Teacher-made tests. Published Tests. Daily assignments. Personalized essays written on special social study or history subjects, and graded by English, Social Studies and History teachers Daily compositions on various subects. Teacher-made worksheets on newspapers. Compositions based on newspaper articles. Workbook pages. Projects.

Course or Grade 7th Grade English

Concept: Composition Skills Continued

Objective: The Student will be able to form thought organizations on paper.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Write an expository essay, three to five paragraphs long, having an introduction, body, and conclusion. Write a bibliographical entry for any source used. Proofread and correct own writing. Avoid redundance. Paraphrase and summarize the contents of spoken or written material.	Newspapers: Lubbock Avalanche Journal, Clovis News Journal, Albuquerque Journal, Portales News-Tribune. Teacher-made materials having to do with the newspapers Action, Double Action Sets, Scholastic Book Services. Material from Voice and Scholastic Scope Magazines, Scholastic Book Services. Activity Kits on Mystery, Advertising (Writing Skills), Scholastic Book Services. Teacher-made materials on abbreviated message forms, telegrams, phone messages, etc.	

Course or Grade 7th Grade English

Concept: Spelling and Grammar Skills

Objective: The student will develop spelling and grammar skills to function in school and life

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Associate the spoken word with the written word. Recognize own spelling and writing problems by reviewing, spelling the 100 most frequently used words, spelling and using words from other subject areas, knowing unusual spellings, spelling correctly all words used in own writing. Use phonetic and structural word analysis for effective spelling. Apply language mechanics by learning to capitalize correctly and punctuate correctly. Apply grammar skills by identifying the eight parts of speech; identifying the functions of nouns and pronouns in sentences (subject, appositive, noun in direct address, subjective complement, direct object, objective complement, and objective of preposition). Distinguish between concrete and abstract nouns. Recognize and use correctly verb parts and tenses. Distinguish between active and passive voice of verbs. Recognize kinds of adjectives (articles, descriptive, possessive and interrogative)	The World of Spelling--7th, Owen Thomas, D. C. Heath and Co. Individual writings assigned on various topics. Newspapers stated previously. Hayes Search and Discover puzzle Duplicating masters Workbook: 504 Absolutely Essential Words Workbook, Brombert, Barrows Educational Series, Inc. Effective English Text and workbooks. Building English Skills text and workbooks. Students working from their individual writings, identifying parts of speech. Workbook: Jumbo English Yearbook, ESP SRA-RFU Reading Lab II and IIIb, Don Parker, Science Research Associates, Inc. Guidebook to Better English, Level 1, Editorial Staff of	Teacher-made tests Published tests Contests between various groups in class Workbook pages Daily written assignments

Course or Grade 7th Grade English

Concept: Spelling and Grammar Skills Continued

Objective: The student will develop spelling and grammar skills to function in school and life.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Recognize the questions that adverbs answer. Recognize and use correctly the positive, comparative, and superlative forms of adverbs. Identify transitive, intransitive and linking verbs in sentences. Recognize and write compound sentences. Demonstrate correct usage by using irregular verbs correctly; forming plurals and possessives; using correct subject-verb agreement; and avoiding errors in pronoun usage (show correct pronoun-antecedent agreement and using correct case of pronouns). Know that sentences have two parts and be able to divide any sentence into the subject and the predicate Recognize and use subjects, verbs and complements Recognize sentence patterns. Diagram sentence patterns. Recognize and use adjective and adverb prepositional phrases. Diagram prepositional phrases and verbals.	Reading Road to Writing Series, Robert R. Potter, Globe Book Company. Filmstrips: Parts of Speech, Society for Visual Education. Specific Skills Series, Reading and English Skills, Barnell-Loft, Inc.	

193

191

Course or Grade 7th Grade English

Concept: Research and Study Skills

Objective: The student will be able to use the library and other sources to obtain information.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Apply library skills by: Knowing organization of library Observing library policies and procedures Using reference materials (dictionary, atlas, almanac, yearbooks and biographical materials) Use audio-visual materials Use the card catalog Use the Readers' Guide Use research skills by: Selecting and developing a topic of interest Developing simple topics with a minimum of three references	Filmstrips and Casettes: Using Today's Library set, Eye Gate Media, Educational Direction, Inc. Duplicating Masters: Reference Tools and Study Skills, Gloria Griffen, Milliken Publishing Co. Reference Materials--Grades 5-9, Peggy Yarbro, ESP, Inc. The Dictionary, Dale McMasters, ESP, Inc. Using the Encyclopedia, Catherine Patty, ESP, Inc. Basic Library Skills, Nancy Polette, Milliken Publishing Co. Using the Library, Dale McMasters, ESP, Inc. Effective English Text Teacher-made materials having to do with all areas in the library Building English Skills	Teacher-made tests Published tests Group projects in class

Course or Grade 7th Grade English

Concept: Learning to use life skills

Objective: The student will develop life skills to help function throughout life.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Analyze and apply manuals, periodicals, directories, maps, charts, graphs, labels, schedules, forms, applications, bulletins, pamphlets, and catalogs. Compile and/or complete lists forms and applications. Read and comprehend information related to consumer rights. Compare and/or chart consumer products, financial and legal information. Identify and utilize procedures, processes, words from abbreviations, signs and symbols.	Newspapers: Lubbock Avalanche, Clovis News Journal, Albuquerque Journal, Portales News-Tribune. Survival Vocabulary Series, Jim Richey, Janus Book Pub., 1978. The Amazing Adventures of Harvey Crumbaker, Living Skills Book Set, Charles Klasky, Lakeshore Curriculum Materials Center. Directing Language Skills Workbook, The Learning Skills Series Language Arts, William Hunter, McGraw-Hill Book Company. New Mexico Official Driving Manual, State of N. Mex., Dept. of Motor Vehicles. Lakeshore Lifeskills, Workbook and Cassette, Getting a Job, Curriculum Materials Center. Telephone Kits--American Telephone and Telegraph Company. Current catalogs from Sears, Montgomer Ward and J. C. Penneys. Teacher-made materials used with an atlas, charts and graphs. Understanding Instructions, Joseph Sanacore, Cebco Standard Pub. Co.	Observations Workbook pages Daily assignments Teacher-made tests Published tests Discussions

Course or Grade 7th Grade English

Concept: History of the English language

Objective: The student will be able to better understand the English language by learning its history.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will have a better understanding of the English language by learning of its history.	Building English Skills - text Effective English - text Effective English Duplicating Masters Building English Skills workbook Films: History of the English Language (Net Films) ENMU History of Indo-European Language (Net Films) ENMU	Teacher-made tests Published tests

190

Course or Grade 7th Literature

Concept: Comprehension

Objective: The student will be able to understand and appreciate literature and increase reading ability.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Offer personal judgment on the value, quality and authenticity of material. Analyze reading material: Distinguish fiction and non-fiction. Interpret plot or meaning. Determine main idea. Find details and stated facts. Perceive simple cause/effect relationships. (Analyze characters and predict outcomes.) Determine sequence. Summarize. State conclusions. Make inferences. Distinguish between relevant and irrelevant, true and not true. Determine whether fact or fantasy. Distinguish between fact and opinion. Recognize the general purpose of the author. Identify likenesses and differences in characters, times and places. Project own thinking beyond the selection, suggesting solutions, adding constructive ideas, thinking of possible applications, etc.	Focus on Literature Action, Houghton Mifflin Co. Moments, Houghton Mifflin Co. Read, Weekly Reader publication, 1980. King Classics Illustrated. Greek Mythology filmstrips, Coronet. Books from library. Think Lab. Class discussion. Encore, Houghton Mifflin Co.	Oral discussion. Teacher-made tests. Published worksheets. Student compositions. Book reports. Published tests.

Course or Grade 7th Literature

Concept: Vocabulary

Objective: The student will increase their vocabulary and better understand literature.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Incorporate listening and speaking vocabulary into reading vocabulary. Attack new words by using context clues, decoding, and encoding. Interpret multiple meanings of words. Analyze figurative language by identifying idioms and cliches. Pronounce words correctly. Recognize dialect and colloquial usage. Increase vocabulary through literary usage.	Action - text. Moments - text. Encore - text. King Classics Illustrated. Books from school and personal libraries. Dictionaries.	Teacher-made tests. Published worksheets. Published tests. Student compositions. Book reports.

Course or Grade 7th Literature

Concept: Silent and oral reading

Objective: The student will develop skills to improve silent and oral reading.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Read for a specific purpose. Complete seatwork activities. Follow directions. Locate and select information by surveying material, skimming passages, and choosing relevant information. Gather information for specific topics. Read for pleasure Read poems and plays orally. Increase reading ability.	Action - text. Moments - text. Encore - text. Read, Weekly Reader publication Books from school and personal libraries. Encyclopedias, magazines, and other reference materials.	Published worksheets Published tests Teacher-made tests. Book reports. Memory work. Class discussion.

Course or Grade 7th Literature

Concept: Speaking and listening skills

Objective: The student will develop confidence to speak and ability to understand through listening.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Speaking Skills The student will be able to: Express ideas clearly and succinctly. Deliberate before speaking. Decide when to use formal and informal language. Use vocabulary appropriate to the situation. Speak for a specific purpose. Organize and present an oral report. Listening Skills The student will be able to: Listen actively by distinguishing between hearing and listening. Listen for specific purposes: to follow directions, to differentiate pertinent information, to identify a speaker's point of view, to infer what is emant when it is not stated explicitly, to analyze meanings and implications of speaker's text.	Oral book reports. Books from school and personal libraries. Encyclopedias, magazines, and other reference material. Read magazine. Note taking and summarizing.	Oral book reports. Oral reports over assigned topics. Summaries. Published worksheets. Teacher-made tests.

Course or Grade 7th Literature

Concept: Composition skills

Objective: The student will develop the ability to compose in an organized way.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Form thought organizations. Write with sentence variations. Organize and write multi-paragraph papers. Punctuate and capitalize correctly. Write creatively. Proofread and correct own writing. Avoid redundancy. Paraphrase and summarize the content of spoken or written material. Observe left and right margins. Write legibly.	Action - text Moments - text. Encore - text. Written Expression casettes and worksheets. Effective English, Silver Burdette. Learning to Write from Center for Humanities.	Written book reports, characterizations, short stories, essays, and other compositions.

Course or Grade 7th Literature

Concept: Research and Study Skills

Objective: The student will develop research and study skills to function in school and life.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Apply library skills. Know organization of library. Observe library policies and procedures. Use reference materials, i.e. dictionary, atlas, almanac, yearbooks and biographical materials. Use the cart catalog. Use the Readers' Guide.	Filmstrips and Casettes: Using Today's Library, Eye Gate Media, Educational Direction, Inc. Duplicating Masters: Reference Tools and Study Skills, Gloria Griffen, Milliken Publishing Co. Reference Materials--Grades 5 to 9, Peggy Yarbro, ESP, Inc. The Dictionary, Dale McMasters, ESP, Inc. Using the Encyclopedia, Catherine Patty, ESP, Inc. Basic Library Skills, Nancy Polette, Milliken Publishing Co. Using the Library, Dale McMasters, ESP, Inc.	Teacher-made tests Published worksheets Research paper.

Course or Grade 7th Literature

Concept: Critical Thinking Skills

Objective: The student will be able to understand and appreciate literature .

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Recognize and understand the various figures of speech: simile, metaphor, hyperbole, personification. Identify the point of view of an author. Recognize and interpret plot and subplot. Find conflict, characters, setting, and climax in plot development. Assume the role of the character. Recognize and evaluate the significance of flashback & foreshadowing. Detect stereotypes. Identify elements that give feeling and sound to poetry: rhythm, meter, rhyme, alliteration. Identify the tone of a poem or prose work. Recognize the characteristics of blank verse. Explain motivation of characters. Discern various literary forms: short story, poem, essay, drama, myth, fable, legend, novel, and biography. Identify lyric poetry. Distinguish between the various kinds of conflict: man vs. man; man vs. nature; man vs. self; man vs. God Select details that illustrate local color. Identify drama aspects of acts, scenes and dialogue.	Action - text. Moments - text. Encore - text.	Teacher-made tests. Published worksheets. Published tests.

Course or Grade 7th and 8th Remedial Reading

Concept: Improve reading skills

Objective: Use reading as a tool for learning and communication

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Comprehension Determine main idea Find details and stated facts Analyze characters Predict outcomes Determine sequence Analyze characters Summarize Make inferences Distinguish between fact and opinion Identify likenesses and differences in characters	Combo 8 - Controlled Reading Series Mature Interest Levels C, D, E, F, G with cassettes. Educational Development Laboratories, A Division of McGraw-Hill Book Company.	Published tests Teacher-made tests
Improve rate in speed appropriate to material Read for pleasure	Magazines	

Course or Grade 7th and 8th Remedial Reading

Concept: Improve Reading Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Vocabulary Use context clues Interpret multiple meanings of words Pronounce words correctly	Search for Unknown, Crestwood House.	Published tests
	Hammond Reading Series Skills.	Programmed worksheets
Silent reading Follow directions Improve rate in speed	Extra, Xerox publication	Published tests, class discussion
	Combo 8, Series C, D, E, F, G, EDL.	Published tests
Listening Follow directions	Exploring Vocations, Troll Associates.	Published tests
	Motorcycle Series, Troll Associates	Published tests

Course or Grade 8th English and Language Arts

Concept: Listening Skills

Objective: The student will develop skills in listening.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Distinguish between hearing and listening. Listen for specific purposes. Follow directions. Differentiate pertinent information. Identify a speaker's point of view. Infer what is meant when it is not stated explicitly. Analyze meanings and implications of speaker's text.	Classroom lecture. Learning to Listen, ESP. Listening & Visual Skills, III VMI. Listening Skills Activity Pack, J. Weston Walch Textbooks: Building English Skills 8th McDougal, Littell & Co. Effective English, 8th Silver Burdett Co.	Teacher-made tests. Published evaluations.

Course or Grade 8th English and Language Arts

Concept: Composition Skills

Objective: The student will be able to write clearly and effectively.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Observe left & right margins in compositions. Write with sentence variations. Write good topic sentences. Organize paragraphs. Identify & write examples of the four types of paragraphs: narrative, descriptive, explanatory, persuasive. Develop and organize a paragraph by using facts or statistics, specific examples, an incident, an anecdote, or comparison or contrast. Organize and write multi-paragraph papers. Select the topic sentence of a paragraph. Recognize a well-organized paragraph. Punctuate properly. Write friendly letters. Construct business letters. Construct outlines. Write creatively. Express thoughts poetically. Express one thought in a variety of sentence patterns. Use the main tools of description: strong nouns, verbs, adjectives, metaphors and similes.	Effective English, Silver Burdett Co. Effective English Workbook, Silver Burdett Co. Building English Skills, McDougal, Littell & Co. Duplicating masters: Effective English Grammar Masters, Silver Burdett Duplicating Masters - Composition, McDougal, Littell Developing Composition Skills, ESP Basic Elements of Writing, ESP Learning to Outline and Organize, ESP Creative Writing, Milliken Hayes Duplicating Books 6th and Junior High Sound/slide programs: Learning to Write, Center for Humanities. Cassette/tape programs: Writing with a Purpose, Coronet. Putting Sentences Together and Paragraphs Which Describe, Media Materials, Inc.	Teacher-made tests. Published tests. Student compositions. Creative Writing Contest.

Course or Grade 8th English and Language Arts

Concept: Composition Skills (cont'd) and Spelling Skills.

Objective: The student will be able to write clearly and effectively. The student will be able to spell words correctly.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Write an expository essay, three to five paragraphs long, having an introduction, body, and conclusion. Proofread and correct own writing. Avoid redundancy. Paraphrase and summarize the content of spoken or written material. Use transitional devices between sentences and paragraphs. Spelling Associate the spoken word with the written word. Spell and use words from other subject areas. Know unusual spellings. Spell correctly all words used in own writing. Use phonetic and structural word analysis for effective spelling.	The World of Spelling, 8th D. C. Heath & Co. Effective English, 8th, Silver Burdett Co. Building English Skills, 8th McDougal, Littell & Co. Compositions.	Teacher-made tests. Student Compositions

213

214

Course or Grade 8th English and Language Arts

Concept: Language Skills

Objective: The student will use language accurately and effectively.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Apply language mechanics by capitalizing correctly and punctuating correctly. Identify parts of speech. Identify the functions of nouns and pronouns in sentences. Distinguish between concrete and abstract nouns. Distinguish the types of pronouns. Recognize and use correctly objective and subjective pronouns. Recognize and use correctly verb parts and the first six verb tenses. Distinguish between active and passive voice of verbs. Recognize kinds of adjectives. Recognize the questions that adverbs answer. Recognize and use correctly the positive, comparative, and superlative forms of adjectives and adverbs. Identify transitive, intransitive, and linking verbs in sentences. Recognize and write compound sentences. Analyze and construct complex sentences.	Effective English, Silver Burdett & Co. Effective English Workbook, Silver Burdett & Co. Building English Skills. McDougal, Littell & Co. Duplicating Masters: Effective English Grammar Masters, Silver Burdett Duplicating Masters - Grammar and Usage, McDougal, Littell. The Eight Parts of Speech, ESP English at Work, ESP Developing Sentence Skills, ESP Jumbo English Yearbooks, 7,8,9, ESP Hayes Duplicating Books, Grades 5, 6, 7, 8. Understanding Sentence Structure, VMI Our Living Language, 7 & 8, Milliken. Film Strips & Records: Parts of Speech (8 strips) EBE Parts of Speech, Troll Associates (6 f/s) Sentence Structure (6 f/s/ & records) SVE Sentence Problems I & II, (8 f/s & records.), United Learning.	Teacher-made tests. Published tests. Student Compositions. Creative Writing Contest.

Course or Grade 8th English and Language Arts

Concept: Language Skills (cont'd.)

Objective: The student will use language accurately and effectively.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Use irregular verbs correctly. Form plurals and possessives of nouns. Use correct subject-verb agreement. Avoid errors in pronoun usage. Show correct pronoun-antecedent agreement. Use correct case of pronouns. Be able to divide any sentence into the subject and predicate. Recognize and use subjects, verbs, and complements. Recognize sentence patterns. Diagram sentence patterns. Recognize types of subordinate clauses. Recognize and use adjective and adverb prepositional phrases.	Filmstrips from library. I Found A Dollar Walking Home, (sound/slide program), Center for Humanities.	

217

218

Course or Grade 8th English and Language Arts

Concept: Research and Study Skills

Objective: The student will apply research and study skills to problem-solving situations.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Know organization of the library. Observe library policies and procedures. Use reference materials. Use the card catalog. Use the Readers' Guide. Select and develop simple topics with a minimum of three references.	School library. Effective English, Silver Burdett Co. Building English Skills, McDougal, Littell & Co. Accents, Houghton-Mifflin. Duplicating masters: The Encyclopedia, VMI Library Skills, VMI Basic Study & Research, ESP. Basic Library Skills, Milliken Reference Tools and Study Skills - Milliken Hayes - Jr. High, book 2 Library filmstrips	Teacher-made tests. Social Studies/English essay.

Course or Grade 8th English and Language Arts

Concept: History of the English Language

Objective: The student will understand the origin and significance of the English language.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Understand the origin and significance of the English language.	Effective English, Silver Burdett Co. Building English Skills, McDougal, Littell & Co. Origin & Sounds of English, VMI. Filmstrips and records: Linguistic Background of English. SVE Record: Our Changing Language. Filmstrip: The Norman Conquest.	Teacher-made tests.

Course or Grade 8th Grade Literature (Language Arts)

Concept: Reading Skills - Structural Analysis of Words and Vocabulary

Objective: The student will be able to read at or above grade level.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Structural Analysis of Words Apply rules for adding prefixes and suffixes. Form possessive nouns. Form comparative & superlative modifiers. Apply singular & plural usage rules. Use roots, prefixes, suffixes, and inflectional endings to derive pronunciation and/or meaning.	The World of Spelling, 8th D. C. Heath & Co. Effective English, 8th, Silver Burdett Co. Building English Skills, 8th McDougal, Littell & Co. Hayes duplicating masters Our Living Language, 7th & ith Milliken Hayes transparencies	Teacher-made tests. Published tests. Student writing - structure of words used in.
Vocabulary Use context clues. Interpret multiple meanings of words. Analyze figurative language. Identify idioms. Identify cliches. Locate and evaluate word etymologies. Recognize dialect and colloquial usage. Differentiate between the denotation and connotation of words.	Literature I and II, Holt Rinehart, & Winston. Accents, Houghton-Mifflin. People, Houghton-Mifflin. The World of Spelling, 8th D. C. Heath & Co.	Teacher-made tests. Student vocabulary in compositions.

223

224

Course or Grade 8th Grade Literature (Language Arts)

Concept: Reading Skills - Comprehension

Objective: The student will be able to reflect an understanding of the material read.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The Student will be able to: Comprehension Offer personal judgment on the value, quality, and authenticity of material. Analyze reading material. Distinguish fiction from non-fiction. Interpret plot or meaning. Determine the main idea. Find details and stated facts. Perceive simple cause/effect relationships. Analyze characters. Predict outcomes. Determine sequence. Determine whether fact or fantasy Distinguish between fact and opinion. Recognize the general purpose of the author. Identify likenesses and differences in characters, times, and places.	Literature I and II, Holt, Rinehart & Winston. Accents, Houghton-Mifflin. People, Houghton-Mifflin. Filmstrips: That Strange Mr. Poe, Thomas Klise. How to Read a Novel, Brunswick. How to Read a Short Story, Brunswick. Sound/slide programs: Science Fiction: Jules Verne to Ray Bradbury, Center for Humanities. TV programs: . The Hobbit, Tolkien Once Upon a Classic Records: "Jack London"	Teacher-made tests. Student participation in classroom discussion.

Course or Grade 8th Grade Literature (Language Arts)

Concept: Reading Skills

Objective: The student will be able to read at or above grade level.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Silent Reading Read for a specific purpose. Complete seatwork activities. Follow directions. Read at a rate appropriate to the material. Locate and select information. Survey material. Skim passages. Choose relevant information. Gather information on specific topics. Read for pleasure.	Literature I and II, Holt, Rinehart, & Winston. Accents, Houghton-Mifflin. People, Houghton-Mifflin. The students also use teacher-provided classroom libraries. Selected library materials.	Book reports - oral and written Teacher-made tests.

227

228

Course or Grade 8th Literature (Language Arts)

Concept: Speaking Skills

Objective: The student will develop skills in speaking

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Speech mechanics Phrase & pause appropriately. Control pitch & rate for purposes of emphasis. Maintain eye contact with listeners. Speech participation Deliberate before speaking. Decide when to use formal & informal language. Use vocabulary appropriate to the situation. Speak for a specific purpose. Organize & present an oral report or speech. Participate in or lead small group discussion. Participate in choral & group readings of poetry. Read poems orally.	Selected library materials. Literature I and II, Holt, Rinehart, & Winston. Accents, Houghton-Mifflin. People, Houghton-Mifflin. The World of Spelling, 8th D. C. Heath & Co.	Oral book reports. Oral reading. Classroom discussion.

Course or Grade 8th Grade Literature (Language Arts)

Concept: Critical Thinking Skills

Objective: The student will apply critical thinking skills to his reading.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Recognize and understand the various figures of speech. Identify the point of view of an author. Define and interpret examples of satire and irony. Recognize and interpret plot and subplot. Find conflict, characters, setting, and climax in plot development. Recognize the elements that make up the style of an author. Explain the theme of a writing. Assume the role of a character. Recognize and evaluate the significance of flashback and foreshadowing. Detect stereotypes. Predict outcomes. Recognize imagery. Identify elements that give feeling and sound to poetry: Rhythm, meter, rhyme, alliteration, onomatopoeia. Scan lines of poetry. Identify the tone of a poem or prose work. Recognize the characteristics of free and blank verse.	Literature I and II, Holt Rinehart & Winston. Accents, Houghton-Mifflin. People, Houghton-Mifflin. Accents and People workbooks. TV shows. Library materials. Film strips: Poetry, Sound, Meaning, and Idea, Brunswick. Imagery, Brunswick.	Teacher-made tests. Student compositions. Creative Writing Contest.

Course or Grade 8th Grade Literature (Language Arts)

Concept: Critical Thinking Skills (cont'd.)

Objective: The student will apply critical thinking skills to his reading.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Identify symbolism in writing. Explain motivation of characters. Discern various literary forms: short story, poem, essay, drama, myth, fable, legend, novel, biography, parable. Identify types of poetry: ballad, epic, elegy, sonnet, lyric, and ode. Distinguish between the various kinds of conflict: man vs. man, man vs. nature, and man vs. self. Select details that illustrate local color. Identify aspects of drama: acts, scenes, and dialogue.		

Course or Grade 8th Literature

Concept: Reading and Comprehension Skills

Objective: Students will develop and improve reading and literary skills, using reading as a tool for learning and communication.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Word Analysis Use roots, prefixes, suffixes, and inflectional endings to derive pronunciation and/or meaning. Use syllables, diacritical markings, and pronunciation keys.	Accents, William K. Durr, John Pescosolido, Gordon A. Hayward, Houghton Mifflin Company. Accents workbook. Dictionaries. SRA Reading Lab. IIIb, Research Ass. Inc.	Teacher-made tests Published tests Workbook pages SRA worksheets (student answer sheets) Daily assignments
Comprehension Offer personal judgment on the value, quality, and authenticity of material. Analyze reading materials. Distinguish fiction and nonfiction. Interpret plot or meaning. Determine the main idea. Find details and stated fact. Perceive simple cause/effect relationships. Analyze characters. Predict outcomes. Determine sequence. Summarize, recall, reread. State conclusions. Make inferences. Distinguish between relevant and irrelevant, true and not true.	Education TV Programs Accents, text and workbook SRA-RFU - Reading For Understanding Read magazine, 1980 Weekly Reader magazine for Reading and English, Junior High Library Books Portales News Tribune Countdown - Scope Study Skill1, Scholastic Book Services.	Teacher-made tests Published tests Workbook pages Activity sheets that go with Read Magazine Book Reports Compositions Class discussion Daily assignments

Course or Grade 8th Literature

Concept: Comprehension and Vocabulary Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Determine whether fact or fantasy Distinguish between fact and opinion. Determine authors qualifications. Identify likenesses and differences. Project own thinking - inferences, conclusions, solutions.		
Vocabulary Incorporate listening and speaking vocabulary. Attack new words. Use context clues. Encode and decode. Interpret multiple meanings of words. Figurative language. Pronounce words correctly. Increase vocabulary through literary usage. Differentiate between denotation and connotation.	Accents - text and workbooks SRA Dictionaries Read Magazine Library materials Educational TV Portales News Tribune	Teacher-made tests Published tests Daily assignments Compositions Book reports - oral and written Class discussions

Course or Grade 8th Literature

Concept: Silent and Oral Reading Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Silent Reading		
Read for specific purpose. Complete seatwork activities. Follow directions. Improve rate in speed. Read at rate appropriate to the materials. Locate and select materials, Survey materials. Skim Passages. Choose relevant information for specific topic. Read for pleasure.	Accents- text and workbook Library books Reference materials SRA - Reading Lab SRA - RFU SRA - Think Lab Countdown Paperback books Read magazines	Teacher made tests Published tests Daily assignments Teacher observations Compositions
Oral Reading		
Read written materials. Read Poems. Read plays. Increase reading abilities.	Accents - text Read magazine	Teacher observations Class participation

239

240

Course or Grade 8th Literature

Concept: Speaking and Listening Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
<u>Speaking Skills</u>	Library books <u>Accents</u> Library materials	Oral book reports Class participation Oral Compositions Teacher-prepared materials Teacher observation
Phrase and pause appropriately. Control pitch and rate for purpose of emphasis. Express ideas clearly. Deliberate before speaking. Decide appropriate language. Use appropriate vocabulary. Speak for a specific purpose. Organize and present an oral report. Participate in or lead small group discussion. Participate in oral reading.		
<u>Listening Skills</u>		
Listen actively. Distinguish between hearing and listening. Listen for specific purpose. Differentiate pertinent information. Follow directions. Identify a speaker's point of view. Infer what is meant when it is not stated explicitly. Analyze meanings and implications of speaker's text.	<u>Perceptual Communications Skills Developing Auditory Awareness and Insight</u>, Instructional Materials and Equipment Distributors <u>Accents</u> Book reports - oral Educational TV	Teacher prepared materials Listening activity sheets Published tests. Class participation Daily assignments Teacher observation

Course or Grade 8th Literature

Concept: Research and Study Skills and Critical Thinking Skills

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Research and Study Skills	Reference books Dictionary Atlas Almanac Encyclopedia Biographical dictionary Readers' Guide	Published tests Workbook pages Use of library materials Teacher-made tests.
Apply library skills. Know organization of library. Observe library policies and procedures. Use reference materials. Use the dictionary. Use atlas and almanac. Use yearbooks and biographical materials. Use card catalog. Use the Readers' Guide. Research and develop a topic of interest.	Card catalog and other library materials Accent - text and workbook	
Critical Thinking Skills		
Explain motivation of characters Recognize and understand the various figures of speech: simile, metaphor, hyperbole, personification. Identify the point of view of an author. Define and interpret irony. Recognize and interpret plot. Find conflict, characters, and setting. Assume the role of a character. Recognize and evaluate the significance of flashback and foreshadowing.	Accents - text and workbook Read magazine Library books Educational TV	Daily assignments Teacher-made test Published test and ditto sheets Book reports Compositions

Course or Grade 8th Literature

Concept: Critical Thinking (Cont'd.)

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Detect stereotypes. Predict outcomes. Explain motivation of characters. Discern various literary forms: short story, fable - tall tale, essay - articles, drama, novel, biography, legend. Distinguish between various kinds of conflict: man vs. man, man vs. nature, man vs. self. Differentiate between protagonist and antagonist. Select details that illustrate local color. Identify aspects of drama: acts, scenes, dialogue.		

OBJECTIVES FOR PORTALES HIGH SCHOOL LANGUAGE ARTS

1. To develop skills of communication--listening, speaking, reading, writing.
2. To develop the student's conscious knowledge of and insight into the nature of language.
3. To present opportunities for oral and written creativity.
4. To develop the process of thinking clearly, critically, fairly, and independently.
5. To teach methods of research and the use of the library.
6. To help students reason and solve problems through organized thought.
7. To instill proper work habits and provide opportunities to develop responsibility.
8. To provide opportunities for students capable of advanced academic development.
9. To motivate students to value and enjoy learning.
10. To work in harmony with others.
11. To guide the student to recognize her/his capabilities and develop them.
12. To cultivate acceptable social, mental, and moral attitudes.
13. To help students discover a healthy, satisfying use of leisure time.
14. To help the student adjust and appreciate the problems and ideals of a changing world.
15. To aid the student in choosing a vocation and in establishing lifetime goals.
16. To help the students develop powers of observation and understanding.
17. To help the students develop an appreciation of our cultural and literary heritage.
18. To help the students identify and develop esthetic values.

PORTALES HIGH SCHOOL LANGUAGE ARTS PROGRAM

All courses in the Language Arts Department have been planned using the concept of phasing to designate the difficulty of classes. The primary purpose of phasing is to help students select classes according to the amount of time and effort that the classes will require. Portales High School language arts classes use phases 1, 2, 3, and 4, with phase 1 being used for classes that require the least time and effort and phase 4 for those that require the most.

A student with very little time or one who has had difficulty with language arts classes or one who has little interest in the area should select phase 1, 2 classes. A student who makes time for studies or one who has well-developed language skills and feels that these skills will be valuable after high school or one who has a special interest in language arts should pick phase 3, 4 classes. Those students who feel that they do not definitely fit into either category should choose phase 2, 3 classes.

Language arts classes for grades nine and ten are a year in length, providing a solid foundation in reading, composition, speaking, listening, and researching in preparation for grades eleven and twelve. To acquaint the students with the idea of phasing, classes for grades nine and ten are given at two phase levels, 1, 2 and 3, 4.

Classes for grades eleven and twelve are each a semester in length and are also phased. During the four semesters of the junior and senior years, students will be required to pass one class from those listed under LITERATURE REQUIRED COURSES and one from those listed under LANGUAGE AND COMPOSITION REQUIRED COURSES. The other two classes will be selected from the list of electives, all of which include the skills of reading, writing, speaking, and listening.

LITERATURE REQUIRED COURSES

The American Search for Identity--(phase 2, 3)
Literary Masterpieces--(phase 3,4)
The Southwest in Life and Literature--(phase 1, 2, 3)
Women in America--(phase 1, 2, 3)

LANGUAGE AND COMPOSITION REQUIRED COURSES

Career English--(phase 1, 2)
Communication in a Media Age--(phase 2, 3)
Grammar Review/Research and Writing--(phase 3, 4)

ELECTIVE COURSES

Action, Adventure, and Suspense--(phase 1, 2)
Advanced Speech and Debate--(phase 3, 4)
Bibical Literature--(phase 2, 3)
Children's Literature--(phase 2, 3)

ELECTIVE COURSES cont.

College Survival Kit--(phase 3-4)
Creative Writing--(phase 2, 3, 4)
Folklore and Mythology--(phase 2, 3)
Humorous Literature--(phase 1, 2)
Paperback Power--(phase 1, 2, 3, 4)

In addition to these classes, the Language Arts Department offers classes in Speech, Drama, and Advanced Drama which may be taken at any grade level, although Drama is considered a prerequisite for Advanced Drama. The speech and drama classes are not phased.

Students are urged to select courses on the basis of their interests, the phasing of the classes, and discussion with their parents and members of the Language Arts Department. They should also consider one other aspect of the program. Although students may decide to take classes at any phase level, there will be no grades of "A" in phase 1, 2 classes unless the student has both an "A" average and has contracted for and completed additional work in the class. A student who desires grades of "A" and is especially interested in the material offered at the phase 1, 2 level should not be hesitant about choosing the class and contracting to receive an "A".

In the language arts program, students are not limited to only four language arts classes. Since many seniors have enough credits to graduate without taking a full schedule, they are encouraged to select additional classes in the area of language arts. If a student shouldfail a class, he/she need not repeat that same class, but may select another to pass for graduation credit. Because of the phasing of classes and the variety of offerings, mini-course credit in language arts will not count toward graduation requirements.

Course or Grade 9 LA1 (1,2)

Concept: _____

Objective: _____

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
I. Nouns: Students will be able to recognize nouns in sentence. A. Students will be able to determine the different types of nouns--common and proper. B. Students will be able to distinguish between abstract and concrete nouns. II. Pronouns: Students will be able to distinguish different types of pronouns and know its function in the sentence. A. Students will learn the three different types of case and will be able to use them effectively. III. Verbs: Students will learn the function of a verb in the sentence. A. Students will be able to recognize action verbs and understand their role in the sentence. B. Students will be able to list all the forms of <u>be</u> and understand their function in the sentence. C. Students will be able to recognize the verb and its <u>tense</u>.	<u>Effective Grammar</u> text <u>English the Easy Way</u> Board examples	Standard test from the text <u>Effective Grammar</u> and teacher-made test.

250

251

Course or Grade 9 LA 1 (1,2)

Concept:

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
D. Students will be able to identify verb phrases. E. Students will be able to distinguish between transitive and intransitive. F. Students will be able to recognize active and passive voice and know the difference between each.	Effective Grammar English the Easy Way Board examples	Effective Grammar standard test Teacher-made test
IV. Subjects and Predicates A. Students will be able to determine subjects and predicates. B. Students will be able to recognize inverted sentences. C. Students will be able to pick the simple subject and simple predicate from any sentence. D. Students will be able to identify compound subjects and predicates.		Homework assignments Standard test Teacher-made test
V. Adjectives: Students will be able to use adjectives effectively for their own sentences. A. Students will be able to recognize nouns that are used as adjectives. B. Students will learn the question that adjectives answer.		Classroom assignments Standard test Teacher-made test

Course or Grade 9 LA 1 (1,2)

Concept:

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
C. Students will be able to recognize the different types of adjectives.	Effective Grammar English the Easy Way Board illustrations Classroom discussions	
VI. Adverbs: Students will be able to use adverbs more effectively in their own writings.		
A. Students will be able to recognize adverbs in their three different purposes.		
B. Students will recognize the questions that adverbs answer.		
VII. Comparison: Students will understand the three different comparisons and be able to use them effectively.		
VIII. Sentence Patterns: Students will be able to identify different types of sentence patterns through the process of diagraming.		
A. Students will be able to determine all the different functions of a noun--IO, DO, etc.		

Course or Grade 9 IA 1 (1,2)

Concept:

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Spelling: The student will be able to (1) spell the 100 most frequently used words in our vocabulary, (2) have an applicable knowledge of the many usages of the dictionary, (3) know the rules for adding specific suffixes to root words, (4) translate phonetic symbols, (5) use correctly the pronunciation symbols in the dictionary.	Use of the dictionary	Teacher-made test

Course or Grade 9 LA 1 (1,2)

Concept: _____

Objective: _____

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
I. Students will realize that reading can be used as a useful tool for learning and communication.	Communication: Students will communicate for one week without the means of writing in the English language and also without the means of speech. Methods used: sign language, pictures acting out what they want to say.	Write what they believe to be the importance of reading and oral communication.
II. Students will be able to understand the importance of expressing their thoughts.	Have students write one thought a day on paper. The thought must be a complete sentence with its own punctuation.	Check to see if the thought is a complete sentence.
III. Students will be able to recognize all the various forms of literature	Students will use the Gallery selections and Adventure in Reading.	Readings Discussion

Course or Grade 9 1A 1 (1.2)

Concept:

Objective:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
I. Students will recognize the importance of comprehending what they have read.	Gallery: Use of the discussion questions at the end of the day.	Standard test
II. Studeats will learn to develop their own opinions of stories they read.	(1) Writing opinions of the story they have read. Using what they have read to apply to real life experiences. (2) General discussion.	Hand in. Discussion.
III. Students will be able to distinguish fiction from non-fiction.	Gallery: This is discussed in class after each story. Also done with their library books.	Standard test
IV. Students will be able to determine the roles in which characters are portrayed. Main characters or supporting roles.	Gallery: Students select characters in the story and write a description of their roles.	Teacher-made test
V. Students will be able to distinguish between various kinds of conflict.	Gallery Adventures in Reading Assigned writing.	Standard test Teacher-made test Homework assignments
VI. Students will be able to recognize different aspects of drama. (1) comedy (2) tragedy (3) farce		
VII. Poetry: Students will be able to identify all the elements that give poetry feeling and sound.	Gallery Board illustrations	Teacher-made test

Course or Grade 9 LA 1 (3,4)

Concept: Language Usage

Objective: Students will know the importance of careful, effective listening and meaningful language use in Speaking.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Listening		
Differentiate: a. inference b. definition c. implication	Present criteria and guidelines for good listening. Teacher presentation with students taking notes and learning key definition	Oral test and discussion over guidelines established. Apply these guidelines to actual situations
Listen for specific purpose	Student preparation of speeches to activate these guidelines. Speeches given to class audience.	Student check list to be completed in response to speeches given.
Analyze speaker's text		
Know speaker's point of view		
Speaking		
Espress ideas clearly	Prepare and deliver speeches of oral report and group discussion nature	Student evaluation based on established criteria for good speaking.
Maintain good control		
Know and use proper vocabulary		
Participate in oral group activity: play the role of one "cog in the machine."	Select and read material from such sources as poetry, drama, and expressive essay.	Discuss and evaluate as per student opinion.
Individual presentation in poetry reading.	Poetry selections of specific form and language use.	Written critique of oral activity. (group and individual)

Course or Grade 9 LA 1 (3,4)

Concept: Language Usage - Reading

Objective: Students will learn to do purposeful reading, to select material in keeping with their needs and scope of living, and to project their thinking for practical application beyond the material read.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Know purposeful reading: a tool for learning communication, and interpretation	Short reading units of varied materials: news items, magazine articles literary selections.	Open, oral discussion of individual reaction to material read.
Read to analyze, recognize importance of, and offer personal judgement on reading material.	Read with stated specific purposes.	Teacher-prepared tests to determine the depth of individual accomplishment.
Know the value and authenticity of material	Exchange ideas to determine outcome of good reading.	
Analyze to distinguish fiction from non-fiction, determine fact from fantasy, distinguish fact from opinion.	Initial reading as homework to be followed by lecture, discussion, and directed group activity.	Follow-up discussion to reinforce content of written test.
Recognize characters, plot, main idea, and conclusions.	Free reading beyond and aside from specific lesson of the day.	Students to make special reports on this activity.
Predict outcomes	Individual, group, and directed activity.	Individual written essay response.
State conclusions		
Recognize purpose and qualifications of author.	These readings accompanied by appropriate films, filmstrips, and/or recorded material as available.	Student compositions-creative writing in this realm of thought.
Learn to think beyond the content to offer conclusions, outcomes, and personal reactions to situations.		Individual conferences to determine student self confidence.
Read for specific purposes--scan material, improve reading rate, select information for personal use.		

Course or Grade 9 LA 1 (3,4)

Concept: Language Usage--Writing, Physical Appearance

Objective: Students will be alert to the value of good physical appearance of a piece of writing and learn to:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Observe good paragraph form (proper indention, proper margins).	General discussion (teacher presentation with chalkboard demonstration.	Student application of good standards to meet the requirements as set by teacher presentation.
Have pride and good care of good penmanship.		
Know and use paper of good quality.	Minimum standards established and stated in teacher presentation.	On the spot individual inspection.
Observe neatness of good quality ink with no strike overs, blotting out, or erasures in finished product.		Minimum standards met. Too much deviation will necessitate a rewrite.

Course or Grade 9 LA 1 (3,4)

Concept: Language Usage--Writing Skills

Objective: Students will learn and apply the basic skills of writing to projects of their own development. Basic components are:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Paragraph development by specific (four) techniques.	Terms defined, examples given, and sample application to show strength in good writing.	Oral review for reinforcement. Final written product examined on an individual basis.
Expository essay	Teacher-led orientation period.	Some rewrites for improved application.
Essentials of good description	Student contribution to this development.	
Transitional devices		
Parallel construction		
Correct punctuation		
Word choice (form and function)		
Correct spelling		
Dialect and phonetic spelling for special effect.		
Creative writing		
Paraphrasing and summarizing		
Sentence variety		
Bibliographical entries.		
Quotations and footnotes.		
Figures of speech, vivid verbs, colorful adjectives.		
Statement of theme		

Course or Grade 9 LA 1 (3,4)

Concept: Language Analysis--Vocabulary, Usage Skills, Mechanics

Objective: Students will build a personal vocabulary (active and passive) of sufficient strength to:
Students will perfect skills of language mechanics.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Read material of average difficulty for maturity level of student.	Words selected from reading selections for dictionary work.	Oral and written examination leading to periodic objective testing.
Write and express self orally to meet the needs of own achievement level.	Word lists of those most commonly misused or misspelled for dictionary use and practical application in sentence writing.	Oral direction designed to use each skill as listed.
Be alert to prefix and suffix application to change form and function.	Review parts of speech and determine their relationship through this application.	Written tests built to accentuate each individual skill.
Capitalization	Rules and general correctness of use accomplished by oral presentation (teacher prepared) plus extensive use and practice from printed forms and guides.	
Punctuation		
Spelling		
Syllabication		

Course or Grade 9 LA 1 (3,4)

Concept: Language Analysis--Grammar Skills (parts of speech) (Sentence Patterns)

Objective: Students will recognize and use correctly the basic parts of speech including:
Students will analyze, construct, and demonstrate correct usage.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Nouns Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions Interjections	Definitions, form, and general use given by oral presentation linked with pages of analysis in basic text. Work exercises to follow each individual presentation. This analysis extended to include form, use and types of nouns, verbs, pronouns, adjectives, and adverbs.	Oral rundown and in-class correction of basic exercises. Tests to follow in form similar to exercises studied.
Simple, complex, and compound sentences. Subject-verb agreement	Textbook analysis and drill exercises.	Written tests as provided at end of each work project.
Prepositional phrases used as adjectives and adverbs. Three types of subordinate clauses. Pronoun-antecedent agreement Pronouns as to case	Classroom activity with teacher offering assistance at individual desks as well as overall explanations. Chalkboard demonstrations.	Oral rundown and reinforcement.
Participle, gerund, and infinitive phrases. Diagram form for sentence analysis.	Orally oriented examples for student consumption.	

Course or Grade 9 LA 1 (3,4)

Concept: Study Skills in Research; Terminology in Exploring Literature

Objective: Students will develop research skills to:
Students will recognize and be at ease with:

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Know organization of library. Apply library skills. Observe and respect policies. Know and use at full length all reference materials and their key to organization. Develop a chosen topic or topics with minimum supervision.	Subject introduced and ground rules established in period before leaving classroom. Three to five days scheduled in the reference room of the library. Regular teacher and library assistants help students in their need of desired materials. Day by day progress annotated each day and corrective effort made as the project progresses.	Teacher supervision from the introduction of unit to end, including the final product (research paper developed) and its evaluation. Summary rundown (oral) after project has been completed.
Figures of speech. Various literary forms. Elements and types of poetry. Elements and categories of drama Story analysis to include: plot, setting, characters, conflict and climax. Also determine author point of view, style, and theme. Use of satire, irony, imagery, and symbolism Literary word usage. Denotation and connotation of words.	In units the various forms will be studied by reading aloud in class with student participation in general analysis and discussion. Teacher presentation which will include literary terms, essential word study, and character involvement to bring further motivation to closer study. Basic text, dictionaries, and supplementary literary publications are the basic materials.	Discussion sessions, reading for effect, oral spot check and printed tests accompanying the text will be used. Written essay and/or theme response will enhance the concept of personal involvement.

Course or Grade LA II (Phase 1 & 2)

Concept: GRAMMAR

Objective: The student will develop grammar skills to apply to listening and communicating and writing ~~skills~~.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to define a sentence. 2. Students will be able to name the subject and predicate. 3. Students will be able to identify a completer. 4. Students will understand c compound subject, predicate and sentence. 5. Students will know a complete sentence and its parts. 6. Students will have knowledge of the four kinds of sentence and to recognize them. 7. Students will understand the errors concerning run-on and fragments. 8. Students will understand correct punctuation of sentences and apply throughout the sentence. 9. Students will be able to identify the parts of speech. 10. Students will recognize and identify kinds of nouns. 11. Students will apply the different uses of nouns and understand that usage. 12. Students will understand, recognize and identify kinds of pronouns. 13. Students will have knowledge of the functions of pronouns. 14. Students will be able to locate direct and indirect objects.	Text: Effective English (Green) Silver Burdett Company Wkbook: Plain English (#1 & 2) J. Martin Walsh McCormick-Mathers Publishing Co. Text: Building English Skills McDougal Wkbook: Keys to English Mastery (10) Rogers and Stewart The Economy Company Duplicating Masters (Orange Level McDougal, Littel	Teacher Made Tests Oral Class Discussions and Exercises Duplicated Materials for Daily Grade Assessment

Course or Grade LA II (Phase 1 & 2)

Concept: GRAMMAR

Objective: The student will develop grammar skills to apply to listening and communicating and writing skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
15. Students will have an understanding of choosing and applying in sentence structure the correct usage of verbs. 16. Students will understand tense and voice of verbs 17. Students will be able to distinguish between action and linking verbs. 18. Students will understand the use of modifiers for expression and conversation. 19. Students will understand modifiers used to fill in details. 20. Students will understand and have knowledge of prepositions as phrases, objects and modifiers. 21. Students will have knowledge of the use of conjunctions. 22. coordinating and subordinating. 22. Students will use correctly plurals and possessives. 23. Students will have an understanding of subject-verb agreement. 24. Students will understand pronoun usage.		

279

Course or Grade LA II (Phase 1 & 2)

Concept: LITERATURE

Objective: Students should understand and appreciate literature, its affect on the student socially and mentally and increase reading skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will have an understanding in reading skills. 2. Students will be able to develop skills in phonics. 3. Students will have understanding of roots, suffixes and prefixes to derive pronunciation or meaning. 4. Students will understand inflectional endings. 5. Students will understand forming possessives. 6. Students will have an understanding of phonetic symbols. 7. Students will develop better skills for spelling by sound and recognition and dictionary use. 8. Students will recognize and apply vocabulary skills including listening and speaking 9. Students will develop some word attack skills. 10. Students will familiarize themselves with regional and social dialect. 11. Students will develop skills to survey, skim and skan in reading. 12. Students will be able to determine sequence. 13. Students will be able to make valid inferences of characters, real and imaginary.	Text: NOVA, Scott Foresman & Company Text: ADVENTURES IN APPRECIATION Classic Edition Harcourt Brace Jovanovich, Inc. Text: Paperback READING TACTICS Niles/Fitzgerald/Tuinman Scott, Foresman Dictionary	Oral Reading and Discusions Class Oral and Written Participatic Creative Assignments Posters, Collages, Compositions Check Tests - True-False Fill-in-the-blank Vocabulary Strategy - Definitions

Course or Grade LA II (Phase 1 & 2)

Concept: LITERATURE

Objective: Students should understand and appreciate literature, its affect on the student socially and mentally and increase reading skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
14. Students will be able to determine plot and action. 15. Students will understand the author's attitude. 16. Students will develop and understanding of verbal and situational irony. 17. Students will determine ideas for personal judgement. 18. Students will distinguish fact and fiction 19. Students will distinguish fact and fantasy. 20. Students will distinguish fact and opinion. 21. Students will be able to identify likenesses and differences in character, time and place. 22. Students will acquire constructive thinking and new ideas in reading ability and application.		

Course or Grade LA II (Phase 1 & 2)

Concept: Composition - Writing Skills

Objective: Students will develop the writing skills for communication in school and life.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will develop thought and apply this thought to forming: Topic sentences, main ideas, conclusions and complete organization of writing material 2. Students will have understanding of importance of punctuation and capitalization 3. Students will develop skill of writing comparison and contrast paragraph. 4. Students will develop skills in creative writing. 5. Students will be able to compose letters and abbreviated messages. 6. Students will be able to use grammar tools effectively in composition. 7. Students will be able to proofread and correct errors in written materials. 8. Students will understand the theme throughout material and what it is controlling. 9. Students will be able to summarize.	Text: Effective English (green) Silver Burdett Company Wkbook: Plain English (#1 & 2) J. Martin Walsh McCromick-Mathers Publishing Co.	Written essay tests and situational questions for critical thinking and writing skills. Teacher Made Tests Duplicated Materials for Evaluation

Course or Grade LA II (Phase 1 & 2)

Concept: Research & Study Skills, Critical Thinking Skills

Objective: The student will develop these skills for communicative and writing skills in life.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Research and Study Skills 1. Students will be able to apply library skills and understand the use of reference material. 2. Students will be able to develop topics. Critical Thinking Skills 1. Students will recognize and understand various figures of speech including simile, metaphor and hyperbole. 2. Students will define and interpret satire and irony 3. Students will be able to find conflict with characters setting , and climax in plot development. 4. Students will understand significance of flashback and foreshadowing. 5. Students will be able to predict outcomes. 6. Students will understand motivation of characters and outcomes of these characters. 7. Students will have some understanding of literary forms concerning short story, biography, and drama.	Text: NOVA, Scott Foresman & Company Text: Paperback READING TACTICS Niles/Fitzgerald/Tuinman Scott, Foresman	Creative Assignments Teacher Made Tests Daily Written Assignments

Course or Grade LA II (Phase 1 & 2)

Concept: Research & Study Skills, Critical Thinking Skills

Objective: The student will develop these skills for communicative and writing skills in life.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
8. Students will be able to read certain types of poetry 9. Students will have knowledge of various kinds of conflict 10. Students will be able to select details that illustrate local color.		

299

299

Course or Grade LA II, 3/4

Concept: Short Story: Elements

Objective: Students will be able to recognize and appreciate the elements which create outstanding short stories.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to recognize and interpret plot. 2. Students will be able to recognize and relate characterization. 3. Students will be able to recognize and describe setting. 4. Students will reconstruct the plot of a story. 5. Students will be able to identify the climax of a story. 6. Students will be able to explain theme in a story. 7. Students will be able to recognize and evaluate the significance of flashback. 8. Students will be able to identify irony. 9. Students will be able to assume the role of a character. 10. Students will increase vocabulary through reading.	1. Focus on Literature Forms, Houghton Mifflin Co., 1978 "A Retrieved Reformation" O. Henry "The New Gardener", Mary Lavin "The Pit and the Pendulum", Edgar Allan Poe "There Will Come Soft Rains", Ray Bradbury "To Build A Fire", Jack London "Red Dress, 1946", Alice Munro "Jug of Silver", Truman Capote "A Wagner Matinee", Willa Cather "Chee's Daughter", Juinta Platero, Siyowin Miller 2. ENKU Film Library: "To Build a Fire" "The Lottery"	1. Short, multiple choice quizzes over each story and vocabulary. 2. Oral presentation assuming the role of a character. 3. Exam over all stories, authors, and vocabulary. 4. Drawings of settings from stories or films. 5. Drawings of characters from stories or films.

Course or Grade LA II, 3/4

Concept: Short Story: Elements

Objective: Students will be able to recognize and appreciate the elements which create outstanding short stories.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
11. Students will increase reading ability, both orally and silently. 12. Students will become more familiar with the authors of selected short stories. 13. Students will be able to compare and contrasts characters, themes, and authors' intent. 14. Students will be able to recognize the elements that make up the style of an author. 15. Students will be able to distinguish between the types of conflict. 16. Students will be able to select details that illustrate local color 17. Students will be able to predict outcomes. 18. Students will be able to project own thinking beyond the selection, suggesting solutions, adding constructive ideas, thinking of possible applications, etc.	3. English Dept. Filmstrips: "Edgar Allen Poe" "How to Read a Short Story" 4. English Dept. Records & Tapes: "Poe's Short Stories & Poems"	

293

Course or Grade LA II, 3/4

Concept: Short Story: Elements

Objective: Students will be able to recognize and appreciate the elements which create outstanding short stories.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
19. Students will be able to recognize dialect and colloquial usage.		

Course or Grade LA II, 3/4

Concept: Poetry -- ASPECTS

Objective: Students will demonstrate an increased understanding and appreciation of poetry and poetry composition.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to recognize the importance of a poets diction. 2. Students will be able to recognize imagery. 3. Students will be able to recognize metaphor. 4. Students will be able to recognize simile. 5. Students will be able to identify elements that give feeling and sound to poetry: a. rhythm b. rhyme c. meter d. iambic foot e. pentameter f. alliteration g. onomatopoeia h. internal rhyme 6. Students will be able to identify the attitude and tome of a poem. 7. Students will be able to recognize characteristics of free verse and blank verse.	1. Focus on Literature Forms Houghton Mifflin Co. 1978 "Poetry-Aspects", pp.112-182 2. English Dept. Filmstrip: "Stopping By the Woods of Mr. Frost" 3. English Dept. Records & Tapes: "Frost Reading His Own Poems" "Selections of Edgar Allan Poe" "Carl Sandburg Reads His Poetry" 4. Reflections on a Gift of Watermelon Pickle Scholastic Books 1966	1. Quizzes over individual poems and poetic terms. 2. Writing of original poems using poetic devises. 3. Writing of original poems for personal expression and creativity. 4. Exam over poetry unit. 5. Exam over poets and their lives. 6. Exam over poetic terms.

Course or Grade LA II, 3/4

Concept: Poetry --ASPECTS

Objective: Students will demonstrate an increased understanding and appreciation of poetry and poetry composition.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
8. Students will recognize symbols and personification in poetry.		
9. Students will be able to gain experience in oral, choral, and group reading of poetry.		
10. Students will become more familiar with many well-known poets.		
11. Students will be able to differeniate between the connotation and denotation of words.		
12. Students will be able to identify the characteristics of an elegy.		
13. Students will be able to differentiate between sympathy and empathy.		
14. Students will be able to perceive literary abilities for catharsis.		
15. Students will be able to analyze figurative language.		

293

Course or Grade LA II, 3/4

Concept: Poetry -- ASPECTS

Objective: Students will demonstrate an increased understanding and appreciation of poetry and poetry composition.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
16. Students will be able to use biographical materials. 17. Students will be able to write original poems using structured and nonstructured guidelines.		

Course or Grade LA II, 3/4

Concept: Grammar-- Sentences and Clauses

Objective: Students will be able to write using more complex sentences.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to differentiate between the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence. 2. Students will be able to define "compound subject", "compound verb", and"compound predicate". 3. Students will be able to use and find conjunctive adverbs. 4. Students will be able to define "clause". 5. Students will be able to find "subordinate clauses" and identify them as: a. adjective clause b. adverb clause c. noun clause 6. Students will be able to express one thought in a variety of sentence patterns.	Building English Skills Blue Level McDougal,Littell, & Co. 1977 "Chapter 3, Sentence and Clause", pp. 73-90. Building English Skills-Blue Level McDougal, Littell, & Co. 1977 "Skills Masters"	1.Exercise activities in text. 2.Duplicating workbook exercises. 3.Chapter test made by McDougal,Littell, & Co.

Course or Grade: LA XI, 3/4

Concept: Writing Effective Paragraphs

Objective: Students will be able to recognize and write well-organized paragraphs.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to find the topic sentence in paragraphs. 2. Students will be able to write good topic sentences. 3. Students will be able to expand good topic sentences into well-organized paragraphs. 4. Students will be able to organize sentences about a topic into logical order. 5. Students will be able to limit topics. 6. Students will be able to identify and write examples of four types of paragraphs: a. narrative b. descriptive c. explanatory d. persuasive 7. Students will be able to develop an organized paragraph by using: a. facts & statistics b. specific examples c. an incident or anecdote d. comparison/contrasts	1. Building English Skills-Blue McDougal, Littell, & Co. 1977 Chapter 3-"Writing Effective Paragraphs" Chapter 4-"Types of Paragraphs" 2. Skills Practice Book-Blue McDougal, Littell, & Co. 1977	1. Writing four paragraphs of each type: (16 tot.) a. narrative b. descriptive c. explanatory d. persuasive 2. Writing two paragraphs using each development and organization technique: (8 tot.) a. facts/stats. b. examples c. incident/anecdote d. comparison/contrast

Course or Grade LA II, 3/4

Concept: NOVEL

Objective: Students will be able to read, study and appreciate a major literary work by an outstanding author.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to examine the expansion to novel length of the basic short story elements: a. plot b. characterization c. theme d. setting e. climax f. flashback g. foreshadowing	1. Animal Farm George Orwell Harcourt Brace Jovanovich, INC. 1946/1974	1. Quizzes over each chapter.
2. Students will observe social comments made through literature.	2. 1984 George Orwell New American Library 1949/1961	2. Note-taking chapter by chapter.
3. Students will offer personal judgements in the value, quality, and authenticity of material.		3. Major essay exam over entire book.
4. Students will be able to recognize the general purpose of the author.		4. Individual student projects over books: a. author reports b. posters c. mobiles d. essays e. etc.
5. Students will practice note-taking skills.		
6. Students will be able to discuss the author's life and background for his writing.		

Course or Grade: LA II, 3/4

Concept: Nonfiction

Objective: Students will recognize and appreciate nonfiction as a literary form.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to recognize the drama of autobiographical nonfiction. 2. Students will be able to understand a person's feelings and motivation. 3. Students will recognize the elements of an author's style. 4. Students will recall specific details. 5. Students will be able to write about personal experience. 6. Students will distinguish fiction from nonfiction. 7. Students will be able to recognize an author's use of humor.	1. Focus on Literature Forms Houghton, Mifflin Co. 1978 "My Furthest-Back Person" Haley "Where Nothing is Long Ago" Sorensen "Decision" DeMille "On the Edge of the Barrio" Galarza "The Children's Transport" Segal "The Mesmerizer" Clemens 2. ENMU Film Library- "John Baker's Last Race" "The Hands of Maria" 3. Movie Videos- WILMA A Shining Season 4. Guest speakers to give first-hand accounts of unusual events, life-styles, or people.	1. Quizzes over nonfiction selections and vocabulary. 2. Exam over nonfiction selections. 3. Note-taking over movies, speakers, & authors. 4. Major paper or project on personal experience; a. biographical sketch b. recollection of an incident or event c. autobiographical sketch d. family history

Course or Grade LAII, 3/4

Concept: Drama

Objective: Students will be able to interpret and appreciate the literary elements of drama.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will gain a greater enjoyment & appreciation of drama as a type of literature and entertainment. 2. Students will be given practice to increase oral reading skills. 3. Students will be able to consider various possibilities for staging a play effectively. 4. Students will be able to explain a characters motivation from dialogue clues. 5. Students will be able to place events in correct order of time sequence. 6. Students will be able to write a statement of a play's theme. 7. Students will assume character roles. 8. Students will be able to identify and distinguish between acts and scenes.	1. The Miracle Worker, William Gibson Bantam Books, Inc. 1956 2. The Effect of Gamma Rays on Man-In-The-Moon Marigolds, Paul Zindel Bantam Books, Inc. 1971 3. Selections from Literary Cavalcade: One Flew Over the Cuckoo's Nest Jan. 81, v.33, N.4 The Elephant Man Oct. 80, V.33, N.1 The Diary of Anne Frank Jan. 80, V.32, N.4 Ordinary People March 81, V.33, N.6 4. English Dept. Filmstrip: "What Is Drama?"	1.Teacher-made quizzes over all selections. 2.Teacher-made exam over all selections 3.Various student projects over selections: a. essays b. posters c. drawings d. collections e. etc.

Course or Grade LA II, 3/4

Concept: Drama

Objective: Students will be able to interpret and appreciate the literary elements of drama.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
9. Students will be able to distinguish comedy from tragedy. 10. Students will be able to write an expository essay, three to five paragraphs, having an introduction, body, and conclusion.		

Course or Grade LA II, 3/4

Concept: Short Stories: Structure

Objective: Students will be able to understand and appreciate the inter-relations and working together of the various short story elements.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to recognize the major parts of the short story. 2. Students will be able to observe the way all parts of the short story fit together. 3. Students will be able to recognize the effect of personal and omniscient points of view. 4. Students will be able to state theme and recognize it in a story. 5. Students will be able to find clues that foreshadow. 6. Students will become more familiar with the authors of selected short stories. 7. Students will increase vocabulary through the short stories. 8. Students will be able to write experiences using different points of view.	1. Focus on Literature Forms Houghton Mifflin Co. 1978 "The Interlopers" Saki "Lather and Nothing Else" Hernando Tellez "The Garden Party" Katherine Mansfield "An Occurrence at Owl Creek Bridge" Ambrose Bierce "The Emperor's New Clothes" Hans Christian Andersen "If I Forget Thee, O Earth..." Arthur C. Clarke "The Cub" Lois Kleihauer "Marigolds" Eugenia Collier "The Scarlet Ibis" James Hurst "The Duke's Children" Frank O'Connor "The New England Nun" Mary E. Wilkins Freeman	1.Multiple choice quiz over each story and vocabulary. 2.Essays on story theme. 3.Original writings from selected points of view. 4.Exam over all stories and vocabulary. 5.Exam over selected authors.

Course or Grade LA II, 3/4

Concept: Short Stories: Structure

Objective: Students will be able to understand and appreciate the inter-relations and working together of the various short story elements.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
9. Students will be able to distinguish fiction and science fiction. 10. Students will be able to explain the motivation of characters.	2. ENMU Film Library: "An Occurrence at Owl Creek Bridge" "Dr. Heidegger's Experiment" "Bartleby" 3. Selections from Literary Cavalcade, "Modern Classics": "Junius Maltby" John Steinbeck "A Visit of Charity" Eudora Welty "Indian Camp" Ernest Hemingway	

Course or Grade LA II, 3/4

Concept: Poetry-- FORMS

Objective: Students will demonstrate an increased understanding and appreciation of various forms of poetry.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to recognize the characteristics of eight different poetic forms: a. visual poetry b. ballad c. haiku d. sonnet e. limerick f. epic g. ode h. lyric 2. Students will be able to plot the action of a poem. 3. Students will be able to find the meanings of words from Greek and Roman mythology. 4. Students will be able to write original poems as examples of the following forms: a. visual poetry b. haiku c. limericks 5. Students will become more familiar with many well-known poets and their poetry.	1. Focus on Literature Forms Houghton Mifflin Co. 1978 "Poetry-Forms", pp. 360-412 2. English Dept. Filmstrip: "Haiku" 3. Southwest High School Creative Writing Published yearly by NMSU and the National Endowment for the Arts	1. Quizzes over each grouping of poems by types. 2. Exam over entire poetry unit. 3. Writing of original poems. 4. Exam over poets and their lives.

313

319

Course or Grade LA II, 3/4

Concept: Group Discussion

Objective: Students will be able to demonstrate good speaking and listening skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to state and demonstrate the duties of a chairperson in a group discussion.	1. Building English Skills-Blue McDougal,Littell,& Co. 1977 Chapter 10-"Group Discussion"	1.Listing test of duties of chairperson and participant in group discussion.
2. Students will be able to state and demonstrate the duties of a participant in a group discussion.	2. Portales High School Library	2.Information gathered in library.
3. Students will be able to prepare and organize material for a group discussion.		3.Oral skills demonstrated in a group discussion.
4. Students will be able to participate in an actual group discussion.		
5. Students will be able to differentiate between a group discussion and debate.		
6. Students will be able to use the Reader's Guide to locate information on assigned topics.		
7. Students will know the organization of the library.		
8. Students will decide when to use formal and informal language.		

Course or Grade LA II, 3/4

Concept: Group Discussion

Objective: Students will be able to demonstrate good speaking and listening skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
9. Students will use vocabulary appropriate to the speaking situation.		

Course or Grade LA II, 3/4

Concept: Research

Objective: Students will become familiar with basic research operations and information-gathering procedures.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to select a topic for limited research. 2. Students will be able to outline the information gathered. 3. Students will be able to locate and compile research information. 4. Students will be able to use the Readers' Guide. 5. Students will be able to locate and use micro-film and micro-fiche. 6. Students will be able to take notes on notecards in a research manner. 7. Students will be able to prepare a bibliography page. 8. Students will be able to paraphrase information and write a short paper from this information. 9. Students will be able to provide proper footnoting methods.	1. "Portales High Guide to the Research Paper" Mae Gilbert 2. "United States Military Academy Guide to Research Work"	Students will be graded for form, following instructions, neatness, punctuality, and interest on the following portions of their research work: 1. notecards 2. bibliography cards 3. outline 4. body of paper 5. footnotes 6. bibliography

Course or Grade LA II, 3/4

Concept: Drama

Objective: Students will expand their knowledge and appreciation of Shakespearean drama.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. Students will be able to define dramatic tragedy. 2. Students will be able to explain dramatic devices... soliloquy, aside. 3. Students will be able to explain a character's motivation from dialogue clues. 4. Students will be able to recite soliloquies and famous Shakespearean lines. 5. Students will be able to compare historical facts with dramatic interpretation. 6. Students will be able to develop skill in reading Shakespearean literature. 7. Students will be able to distinguish monologue and dialogue.	1. Focus on Literature Forms Houghton Mifflin, Co., 1978 Julius Caesar, pp.484-575 2. Adventures in Appreciation "Julius Caesar" E.M. Forester 3. KENW/ENMU Video Library: PBS Production video Julius Caesar	1.Multiple choice quiz over each act of the play. 2.Quizzes over various scenes and student's reading. 3.Exam over entire drama, characters, quotations, and Shakespeare. 4.Memorization of selected lines from the drama.

326

327

Course or Grade Speech I 9-12

Concept: Units: Interpersonal Communication, Public Speaking, Group Discussion, Parliamentary Procedure

Objective: To provide the student with the basic communication theory applicable to each unit of study

Textbook Used: Speaking Effectively, by Irwin, Rosenberger and Sloan

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Interpersonal Communication: 1. The student should understand the personal significance of the human communication process. 2. The student should understand that the study of human communication helps him to know himself better. 3. The student should be able to understand the motivations that cause him to react as he does to the messages of others. 4. The student should understand the internal and external elements influencing the message he himself creates. 5. The student should be able to gain insight into the basic motivations and needs that others have in responding to him messages and in creating their own messages. 6. The student should be able to understand the social significance of the human communication process 7. The student should be able to understand that communication is a significant social experience since it is critical to the establishment, development, and termination of all his relationships with others.	1. Lecture 2 Films 3. Tapes 4. Guest Speakers 5. Text "Speaking Effectively" book assignments. 6. Blackboard 7. Hand-outs 8. Collages 9. Role-playing	1. Written and oral 2. Examinations 3. Teacher observation of student-related activities (experential). 4. Student feedback

Course or Grade Speech I 9-12

Concept: Public Speaking

Objective: To provide the student with the basic communication theory applicable to each unit of study.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Public Speaking:		
1. The student will have adequate behavioral control of speaker apprehension and or stagefright.	1. Lecture	1. Objective tests
2. The student will have an understanding as to how to organzie speeches.	2. Textbook assignments	2. Student performance
3. The student will have an adequate degree of fluency, using extermporaneous delivery without over-dependence on note cards.	3. Hand-outs	3. Peer evaluation
4. The student will have to research and utilize forms of supporting evidence such as statistical information surveys, quotations from recognized authorities, and examples during the speech.	4. Films	4. Teacher evaluation
5. The student will be able to maintain proper eye contact with the audience so as to permit the speaker to read audience feedback.	5. Tapes	5. Oral questioning
6. The student will be able to prepare clear, neat easily seen and communicative visual aid(s) which will enhance the oral presentation.	6. Guest speakers	6. Student Outlines
	7. Evaluation sheets	
	8. Student performance	

Course or Grade Speech 1 9-12

Concept: Interpersonal Communication/Public Speaking

Objective: To provide the student with the basic communication theory applicable to each unit of study.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
7. The student will be able to handle and properly use the visual aid(s) while in front of an audience.		
8. The student will be able to have overall use of correct grammar, diction, and language that is concrete and easily understood.		
9. The student will have the ability to present a persuasive speech that is logically supported and convincing.		
10. The student will have the ability to adapt all speeches (informative, persuasive, and entertaining) to a particular audience and occasion in terms of organization, language usage and supporting materials.		
Group Discussion:		
1. Students will be able to define small group discussion and describe it in terms of its purpose and types.	1. Lecture 2. Textbook assignments 3. Films	1. Objective tests 2. Peer evaluations 3. Teacher evaluation 4. Performance
2. Students will be able to identify common group discussion formats.		

332

333

Course or Grade Speech 1 9-12

Concept: Public Speaking/Parliamentary Procedure

Objective: To provide the student with the basic communication theory applicable to each unit of study.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
3. Students will be able to properly word a question for discussion.		
4. Students will be able to prepare and correctly follow a discussion outline.		
5. Students will be able to identify major functions of discussion leadership.		
6. Students will understand the positive characteristics of effective group membership.		
Parliamentary Procedure:		
1. Students will be able to organize a group as a formal parliamentary body.	1. Textbook assignments 2. Films 3. Lecture 4. Classroom activity	1. Oral performance 2. Objective tests
2. Students will be able to acknowledge how to make, discuss, amend and vote upon motions.		
3. Students will be able to plan and conduct meetings in accordance with parliamentary principles.		

Course or Grade Drama

Concept: Units: Structure of Drama, Varieties of Drama, History of Drama, Fundamentals of Play Production, Acting Setting and Lighting, Makeup

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest for the theatre.

Textbook: The Stage and the School, by Ommanney/Schanker

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Structure of Drama: 1. The student will be able to identify and explain the four factors essential to a play: exposition, plot, character, and theme. 2. The student will be able to explain how the structure of the play is to be arranged. 3. The student will be able to list and explain the four stage structures: the arena, the theatre in the round, the thrust stage, and the raised platforma. 4. The student will be able to explain the three stages in the plot of a play: the beginning, the middle, and the end. 5. The student will be able to explain what dramatic action is to a play production. 6. The student will be able to identify Aristotle's contribution to the development of a play: time, place, and action. 7. The student will be able to explain what the exposition of a play is: where when, why and who.	1. Textbook reading assignments in "The Stage and the School". 2. Lectures 3. Films and slides 4. Guest speaker 5. Theatre tours 6. Written assignments 7. Performance 8. Participate in various classroom activities. 9. Role-playing 10. Group performance 11. Assigned reading in "Dramatist" magazine. 12. Reading of various assigned plays. 13. Written evaluation of rhetorical performance. 14. Hand-outs. 15. Blackboard 16. School plays	1. Objective tests 2. Student performance 3. Written reports 4. Peer evaluation 5. Teacher evaluation

336

337

Course or Grade Drama

Concept: Structure of Drama

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest for the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
8. The student will be able to explain the relationhsip of mood and atmosphere in a production.		
9. The student will be able to explain what is referred to as the antecedent action.		
10. The student will be able to identify and explain the difference between a protagonist and an antagonist.		
11. The student will be able to explain what is meant by the term dramatic conflict.		
12. The student will be able to explain how the initial incident opens the plot.		
13. The student will be able to know what rising action is in relationship to the initial incident.		
14. The student will be able to explain what is a turning point in a play and how it relates to rising action.		
15. The student will be able to explain and differentiate between suspense and the climax of the play.		

Course or Grade Drama

Concept: Structure of Drama

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest for the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
16. The student will be able to explain what the falling action of a play is.		
17. The student will be able to explain what constitutes the conclusion of a play.		
18. The student will be able to explain what the main character is in relationship to the plot.		
19. The student will be able to explain how a character reveals himself.		
20. The student will be able to explain the difference between motivation.		
21. The student will be able to explain the importance of the plays theme.		
22. The student will be able to explain the use of dialogue, action and situation to a production.		

Course or Grade Drama

Concept: Varieties of Drama

Objective: To provide the student an opportuni y to develop an appreciation and stimulate interest for the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Varities of Drama: 1. The student will be able to identify and explain the two major divisions of drama: the tragedy and the comedy. 2. The student will be able to identify and explain what produces laughter in a comedy: exaggeration, incongruity, anticipation, ambiguity, recognition, protection, and relief. 3. The student will be able to identify the 5 types of comedy: the farce, melodrama, high comedy, sentimental comedy, and social drama. 4. The student will be able to explain what is meant by the style of a play. 5. The student will be able to list and explain the eight styles of a production: classicism, romanticism, realism, naturalism, fantasy, symbolism, allegory, and stylization. 6. The student will be able to explain the difference between expressionism and impressionism.		

Course or Grade Drama

Concept: Varieties of Drama/History of Drama

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest for the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
7. The student will be able to explain the different types of theatre: the Avant-Garde, the absurd, total theater, and theater of involvement.		
History of Drama: 1. The student will be able to understand the origins of Western Drama. 2. The student will be able to explain the major traditions associated with Greek Comedy. 3. The student will be able to explain the major traditions associated with the Roman Theater. 5. The student will be able to explain the major traditions associated with Medieval Drama. 6. The student will be able to state the major factors associated with Renaissance Drama.		

Course or Grade Drama

Concept: History of Drama/Fundamentals of Play Production

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest for the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
7. The student will be able to list the three Monumental Elizabethan Dramatists: Marlowe, Jonson, and Shakespeare. 8. The student will be able to explain the difference between Restoration Drama and Later English Drama. 9. The student will be able to explian the difference between Early American Drama, Modern American Theater, and Commercial Theater. 10. The student will be able to explain what amateur theater is. 11. The student will be able to explain what University Theater is.		
Fundamentals of Play Production 1. Student will be able to name the production staff and define their responsibility. 2. Student will be able to name various factors involved in selecting the play.		

Course or Grade Drama

Concept: Fundamentals of Play Production/Acting

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest for the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
3. Student will be able to name the procedures in securing production rights. 4. Student will be able to explain 2 methods of try-out procedures. 5. Student will be able to differentiate between types of rehearsals: (reading, blocking, crew and dress rehearsals.) Acting: 1. Students will be able to explain and demonstrate the 5 basic body positions and discuss their uses. 2. Students will be able to demonstrate stage movements (straight and curved crosses to particular points on stage.) 3. Voice and articulation. 4. Students will be able to pantomine scenes without dialogue or props. 5. Students will be able to improvise scenes based on any combination of character, local, time, and situation. 6. The student will be able to demonstrate various methods of developing concentration techniques.		

Course or Grade Drama

Concept: Acting/Setting and Lighting/Makeup

Objective: To provide the student an opportunity to develop an appreciation and stimulate interest in the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
7. The student will be able to develop characteristics of a given role.		
8. The student will be able to define basic acting terminology.		
9. The student will know the requirements needed to make effective use of his voice.		
10. The student will know the proper means of controlled exhalation, proper phonation, resonation, and articulation.		
11. The student will be able to explain and demonstrate the importance of diaphragmatic breathing.		
12. The student will know how to use relaxation of the throat.		
13. The student will know how to use the articulators.		
Stage setting and Lighting:		
1. The student will be able to define basic stage terminology.		
2. The student will be able to cite 3 distinct scenic designs.		
3. The student will be able to compare the use of color on the stage.		
4. The student will be able to recite basic lighting terminology.		
5. The student will be able to operate lighting equipment [illegible] theatre.		
6. The student will be able to give examples of effective [illegible]ng.		
Makeup:		
1. The student will be able to cite and explain functions of stage make-up.		
2. The student will be able to cite essentials of an actors make-up kit.		
3. The student will be able to name make-up application procedures.		

Course or Grade Drama

Concept: Makeup

Objective: To provide the student an opportunity to develop an appreciation and stimulate an interest in the theatre.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
4. The student will be able to compare and contrast between straight make-up and character make-up.		
5. The student will be able to apply straight make-up and character make-up.		

Course or Grade 10-12 Advanced Drama

Concept: To enable the student to learn and apply the techniques of play production and to further develop creative

Objective: ability to work with others.

Textbook: Play Production in the High School by Beck, Buys Fleishhacher, Grandstaff, Bill

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. The student will be able to identify acting areas of the stage. 2. The student will be able to demonstrate varieties of acting positions 3. The student will be able to identify and operate lighting equipment 4. The student will be able to define and carry out duties of production staff: a. stage manager b. set crews c. stage crews d. prop crews e. make-up crews f. costume crews g. sound crews h. light crews 5. The student will be able to define and apply skills needed in the following areas: a. actors b. assistant director and director c. business manager d. ushers 6. The student will be able to assist in the producing of plays and participate in the following areas: a. selection b. try-outs c. blocking	1. Lecture 2. Participation in plays 3. Guest lecturers 4. Assigned readings 5. Audio-visual aids 6. Handouts 7. Individual reports Class requirements: 1. Outside work (participation in outside classroom dramatic activities) 2. Eight plays to be read and reported written on each 3. Production of 4 children's plays. 4. Participation and production of 2 plays for organziation and clubs 5. Students will assist in construction of stage setting for plays produced 6. Students will serve on lighting and stage crews for productions	Tests Oral Critiques a. peers b. instructor Student performance Written reports.

Course or Grade ACTION ADVENTURE AND SUSPENSE

Concept: Arouse students interest in literature by exposing him to short stories, poems and autobiographical sketches which cause him to hold his breath and to stimulate his curiosity.

Objective: Use selections to emphasize the importance of choosing the exact word or words to portray a definite mood or tone, incorporating the mechanics of writing and oral presentations into meaningful activities.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Identify the elements of the short story including structure, plot, characterization, tone, setting, style and theme. Define and spell new vocabulary words in context. Use the dictionary for the study of synonyms and antonyms for words selected from the stories. Write clear concise answers to discussion questions and write well-organized book reviews and themes. Report orally on outside reading to the class. Be able to support a general statement about a character with specific incidents from a selection. Research and speculate about life and customs in England during Shakespeare's life. Report on and discuss some of the qualities that have made most of these selections universally popular.	Less Daniels and Diane Thompson ed., Thirteen Tales of Terror Betty Baker, Great Ghose Stories of the Old West. Mary E. MacEwen, Stories of Suspense Stephan P. Clarke, Crimes and Clues, Logical Thinking and Writing Stephan P. Clarke, Teacher's Guide, Crimes and Clues, Logical Thinking and Writing Sound Filmstrip: Edgar Allan Poe English Library Film: MacBeth, William Shakespeare Drama Department Oral reading and discussion of the selections listed. Huckleberry Finn may be assigned as one outside suitable substitute for those students who have read this selection. Use the discussion questions at the end of the stories as a guide for discussions and also for test questions.	Teacher-made tests will be given over each selection, vocabulary words and films used during the course. Tests will include true-false, matching, multiple-choice and discussion questions. Questions from these tests will be used for unit, nine-weeks, and semester tests. Themes, creative writing and book reviews will be assigned and corrected for both form and content. Creating suspense and setting the tone will be stressed. The use of descriptive writing will be checked for grammar and the use of new vocabulary words. Journals will be kept at various times during the semester and spot checked. Oral book reports and other oral presentations will be graded on the method of presentation as well as the grammar used during the presentation.

Course or Grade ACTION ADVENTURE AND SUSPENSE

Concept: Arouse students interest in literature by exposing him to short stories, poems and autobiographical sketches which cause him to hold his breath and to stimulate his curiosity.

Objective: Use selections to emphasize the importance of choosing the exact word or words to portray a definite mood or tone, incorporating the mechanics of writing and oral presentations into meaningful activities

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Demonstrate some insight into the use of logic in writing exposition and argumentation. Speculate about events that might take place after the conclusion of the story and be able to express these ideas in either oral or written form.	Use the Teacher's Guide Crimes and Clues for suggestions for additional reading lists, ideas for presentation of material, and individual projects for the students. Outside reading of four selections or books relating to action, adventure and suspense and a report by each student on his books. These reports may include written, oral or illustrated ones.	

Course or Grade 11-12

Concept: Units: Debate, extemporaneous speaking, original oratory, dramatic reading, humorous reading, oral interp

Objective: To provide speech activities that will enable the student of special ability an opportunity for more intensive and extended experience.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
General Objectives: 1. Improve the student's oral communicative behavior. 2. Improve the student's knowledge and understanding of communication principles through his participation in realistic communication events. 3. Develop the student's awareness and appreciation of the role of communication outside the classroom. Debate: 1. The student will know how to find and use rational and sound arguments for or against controversial issues. 2. The student will be able to support his argument with carefully documented evidence. 3. The student will know the fundamentals of research and how to use the results of this research to support his conclusion. 4. The student will be able to organize his thought and be able to present his ideas clearly and concisely. 5. The student will be able to show the skills he learns for debate are applicable to writing paragraphs and longer papers.	Units to be covered: 1. Debate 2. Extemporaneous speaking 3. Original oratory 4. Dramatic reading 5. Humorous reading 6. Oral interpretation Each student will prepare and present either extemporaneous speeches, oral interpretation, original oratory, dramatic reading or debate. Lecture Assigned reading in texts Guest Lecturers Audio-visual aids Hand-outs Class requirements: 1. Students will compete in 3 separate events in the 2 specific areas: a. Debate, extemporaneous speaking, original oratory, or b. Oral interpretation, dramatic readings. 2. The student will be required to participate in 3 tournaments per semester 3. A notebook will be kept by all speech students, the notebook will contain the following: a. a copy of the rules for each event b. selections the student has prepared c. background material (where available)	1. Oral critique a. peer b. instructor 2. Student performance 3. Objective tests

Course or Grade 11-12 Advanced Speech and Debate

Concept: Extemporaneous Speaking/Original Oratory

Objective: To provice speech activities that will enable the student of special ability an opportunity for more intensive and extended experience.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Extemporaneous Speaking: 1. The student will have read widely from leading news (concentration on current events and significant national and international problems.) 2. The student will develop a note file and bibliography on current topics read. 3. The student will be able to analyze problems and organize thoughts in response to the problems. 4. The student will be able to practice speaking in order to develop fluency in expressing ideas and effectiveness in physical and vocal delivery. Original Oratory: 1. The student will be able to construct a speech that will utilize precise and expressive wording. 2. The student will be able to follow guidelines in thesis, organization and supportive materials. 3. The student will be able to deliver a memorized speech and be fluent in expressing ideas, effectiveness in physical and vocal delivery	d. evaluations from class. e. evaluations from tournaments f. copies of handouts for your particular events. g. an informal daily log of progress made during class time. Textbooks to be used: 1. Basic Debate by Fryar and Thomas 2. Creative Speaking by Buys and Bobin 3. Speaking of ... Communication, Interpretation, Theatre, by Buyer and Lee	

Course or Grade 11-12 Advanced Speech and Debate

Concept: Oral Interpretation/Dramatic Readings

Objective: To provide speech activities that will enable the student of special ability an opportunity for more intenseive and extended experience.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Oral Interpretation/ Dramatic Readings		
1. The student will be able to understand the significance of the work as intended by the author.		
2. The student will be able to communicate the author's meaning to the audience that will elicit the appropriate response.		
3. The student will be able to select literature (poetry, prose, or drama of literary merit and appropriate for the audience and himself.		
4. The student will be able to present materials selected utilizing his vocal and physical responses to the literature.		
5. The student, in analyzing the content of the literature, will be able to: 1. to determine the central conepts or conflicts of the selection 2. to study and characterize the form of the selection 3. to study the detailed features. 4. to study the imagery used. 5. to establish the setting of the selection 6. to explore the author's life, philosophy and motivations		

Course or Grade 11-12 Advanced Speech and Debate

Concept: Oral Interpretation/Dramatic Reading

Objective: To provide speech activities that will enable the student of special ability an opportunity for more intensive and extended experience.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
7. The student will have read and evaluated 8 different types of plays.		
8. The student will have compiled a notebook over units presented during the course of the school year		

Course or Grade THE BIBLE AS LITERATURE

Concept: _____

Objective: I. The student will study the Bible as a basis of Literary Training.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. recognize the Bible as a major informing influence on literary symbolism. 2. study the style of writing in Biblical selections. 3. identify the values expressed through Biblical selections. 4. study the Bible as a portrayal of human experiences. 5. recognize Biblical allusions in English and American literature.	Correlated Reading List: Paradise Lost The Robe The Greatest Story Ever Told Androcles and the Lion Samson and Delilah Records - music and readings Specialized tests 2 essay tests King James Bible Revised and Paraphrased versions of Holy Bible Pamphlets: The Bible Bible Literature Series: Heroes of Genesis Heroes of the Bible Heroines of the Bible Stories of Good and Evil Poetry of the Bible The Garden and the City The Epic of Exodus Parables and Portraits from the Bible The Story of Jesus Satire and Humor of the Bible Student anthologies	The student will be able to: 1. list a minimum of 8 literary genres found in the Bible. 2. list and explain with 100% accuracy, 10 literary symbols. 3. identify some of the writings of the Bible according to style as reflected by writer and the circumstances. 4. identify with biblical characters in expression of love, fear, loyalty, grief and despair. 5. view character motivation and reward in an evaluation of values. 6. enjoy the literature he reads through understanding of the allusions. 7. explain the relationship and significance of his correlated reading in terms of his study of the Bible. 8. write analysis of two literary works demonstrating his understanding of the work in Biblical terms. 9. list a minimum of 10 allusions from literature texts of biblical works EVALUATION 1. Objective testing- listing facts 2. Written compositions explaining minimum of 10 literary symbols. 3. Objective classifying of writing styles. 4. Compositions interpreting character expression of different emotions. 5. Objective listing of Biblical allusions found in other literature with a minimum of 10

continued

Course or Grade THE BIBLE AS LITERATURE

Concept: _____

Objective: (continued) I. The student will study the Bible as a basis of Literary Training.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
		(continued) 6. Minimum of 2 pages analyzing literary works from the Bible. 7. Objective classification of Biblical selections with 100% accuracy 8. Objective listing of characteristics of each literary form with 80% accuracy.
		9. Two page essay identifying the theme and conflicts of 2 selections. 10. Two - four page composition- no more than 10 grammatical errors. explain sense of justice through action. 11. Compile list of 20 familiar quotes. 12. Essay writing revealing understandings of biblical selections.
		13. Match characters to characteristics. 14. Comparison writings - parag. form, grammatical accuracy. 15. Discuss definite personal interpretations. Class led discussion

Course or Grade THE BIBLE AS LITERATURE

Concept: _____

Objective: II. The student will study the literary forms of the Bible.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. study Bible selections according to their literary forms. 2. study the characteristics of each literary form. 3. identify common themes in the Bible selections.	Objective tests essays Student anthologies Bible - King James Version Revised Paraphrased Lecture- Student notes Classroom discussion Group discussion	The student will: 1. classify the selections with 100% accuracy. a. Ruth and Jonah (short story) b. Jacob and Joseph families (saga) c. The creation and flood - - (legends) d. Samson (Folk Tale) e. Jacob and Rachel (Love story) f. David (biography) g. the wisdom of men (proverbs) h. Psalms (Poetry) i. Job (Monologues) 2. list the characteristics of each form of literature with 80% accuracy. 3. write a 2 page essay discussing the theme and conflicts in any two of the selections. The theme and conflicts must be accurately identified.
372		373

Course or Grade THE BIBLE AS LITERATURE

Concept: _____

Objective: III. The student will study the historic qualities and its unifying theme.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. recognize the influence the Bible has had on Western thought regarding justice, freedom, charity, and human equality. 2. search the fields of art, music, literature, and architecture for Bible influences. 3. become familiar with the origin and history of the Bible. 4. become knowledgeable of the geography of Bible times.	Pamphlets: ABOUT THE BIBLE World wall maps library references Objective tests Specialized tests - comprehension Bartlett's Familiar Quotations Records: Bible Readings Art Displays - Michelangelo Rauault, Rembrandt, El Greco Slides, transparencies Films: Androcles and the Lion Paradise Lost, The Robe, Greatest Story Ever Told, A Short History of Christianity Handel's Messiah "scapegoat", "jubilee", "sour grapes", "sackcloth and ashes", "Change our spots", "sodomy", "let us reason together", "the sweat of our brow" Samson and Delilah, Jesus, The Greatest Story . . ., Ben Hur.	The student will be able to: 1. write 2 to 4 pages tracing the theme of justice through literature, having no more than 10 grammar errors and indicating an understanding of the sense of justice displayed through action. 2. indicate specific changes in thought with 80% accuracy. 3. list literary selections which closely relate to the Bible selections; a minimum of 5 from each field. 4. complete familiar quotes of Biblical origin with 80% accuracy. 5. write a one page essay for each of 10 literary selections which compares and discusses the likenesses to the Bible.

Course or Grade THE BIBLE AS LITERATURE

Concept: _____

Objective: IV. The student will study the literary techniques within the selections.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will:	The Bible	The student will be able to:
1. identify plot and setting in appropriate selections.	Literary handbook	1. relate the plot to the setting in a minimum of 4 selections - 1 page for each selection.
2. study the ways in which a character is revealed.	Class discussion	2. describe the character(s) and his influence in an essay assignment.
3. learn to state the theme of either selection studied.	Lecture	3. identify and state the theme of 5 biblical selections.
4. be able to discover the imagery and figures of speech within the selections.	Group discussions	4. find examples, and list them, with 80% accuracy: imagery, metaphor, simile, hyperbole, personification, and allusion.

Course or Grade THE BIBLE AS LITERATURE

Concept: _____

Objective: V. The student will study the relationship to traditional patterns of literature and thought.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. study moral choices. 2. study the development of the story to a conclusion. 3. study the archetypes in Biblical selections. 4. explore the contrasts in Biblical accounts. 5. identify human value and religious appraisal.	The Bible Pamphlet: ABOUT THE BIBLE Student anthologies .Bible versions	The student will be able to: 1. recognize that good characters are rewarded, bad are punished. 2. note that a story filled with tragedy often ends happily. 3. recognize the images of the hero-heroine; the death-rebirth motif. 4. contrast the hero and the villiam; the garden and the desert, as they are used in the selections in a 2 page assignment. 5. clarify his or her own view of reality (understanding of reality) 6. respect interpretations and discussions of biblical passages that differ from his own viewpoint. 7. understand the concept of the hero as he appears in the Genesis account. 8. experience an enjoyment of literature in general and biblical lit. specifically 9. read comprehensively all types of literature. 10. recognize the Bible as a literary work having helped shape the course of our civilization.

3?9

3?9

Course or Grade Career English

Concept:

Objective: I. The student will develop accuracy and sensitivity in the use of words.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. master basic patterns of English through practice. 2. practice using the forms and parts of speech in various unit patterns. 3. learn to identify function words and their functions. 4. use punctuation, capitalization, and numbers in various structures. 5. drill on vocabulary usage and spelling.	Text: EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION Mimeographed drill sheets Standardized objective testing English Grammar Handbook - Walsh Booklets: BUSINESS LETTERS Tapes - Communication on the Job Series Filmstrips: Communicating Dictionary Drills Thausaurus - synonyms homonyms, etc. Research - group projects individual projects Office designs- individual drawing, planning Related reading -periodicals Library materials.	The student will be able to: 1. construct correct sentences. 2. write sentences rhetorically effective 3. write attractive letters in good form 4. will score 90% accuracy on objective grammar tests. 5. write a business letter in an appropriate form 6. fill in business forms correctly and completely 7. construct and identify word units with 90% accuracy. 8. classify words with 90% accuracy into parts of speech from structure 9. construct paragraphs with 80% accuracy, (rhetoric, 20%, Coverage, 10%, organization, 20% neatness, 10%; form, 20%, Grammar 20%) 10. use the telephone in a business manner - 100% accuracy 11. communicate orally with successful results. 12. list letter parts, stationary qualities 13. construct units of paragraphs for specific purposes. 14. identify correct typing techniques with 95% accuracy 15. fill business roles. 16. design and complete attractive announcements 17. use business terminology with 100% accuracy

Course or Grade CAREER ENGLISH

Concept: _____

Objective: The student will plan and organize important kinds of messages

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. develop skill in writing effective paragraphs. 2. develop competence in writing a complete message. 3. write sales letters and newspaper ads. 4. fill in an application form, write a letter of application, fill in a data sheet. 5. write a letter of adjustment. 6. write credit and collection letters. 7. design and write simple types of personal communications.	EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATIONS - text Model paragraphs Role playing-situations: sales, invitations, ads. Drill sheets for form and content.	The student will be able to: 1. construct a paragraph which will accomplish its purpose. 2. write a message which requires no information not included 3. answer newspaper ads for part time employment. 4. sell products by using the sales letter. 5. compile folders of forms, with 100% accuracy and neatness--these relate to job searching and filling. 6. handle a complaint situation through the business letter. 7. compile a collection letter. 90% credit for tack; 10% of grade for correct form. 8. design and compile invitations, announcements, and "thank you" messages. completeness and accuracy 50% of the grade; appearance 50%.

Course or Grade Career English

Concept:

Objective: III. The student will be familiar with business procedures and principles.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1.study the "C" qualities for business writing: courtesy, completeness, clearness, correctness, conciseness, concreteness. 2. practice office procedures 3. function in various office situations. 4. compile and mail a business letter, file a copy, and route business communications. 5. design letterheads 6. select an appropriate letter form for various situations 7. drill on making correct letter parts and use each part correctly.	Text: EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION Individual research of some phase of office work. Pamphlet: THE BUSINESS LETTER Folder: Collection of business letters as models.	The student will be able to: 1. write business communications, checking for each "C" quality. Every communication evaluated on appearance and effectiveness. 2. comprehend terminology and take steps in office communication. 3. function in realistic office situations and transactions. 4. write business letters dealing with realistic situations. 5. choose a letterhead which appeal and fills a purpose. 6. use the parts of a letter as a means to a successful letter.

Course or Grade Career English

Concept:

Objective: IV. The student will refine communication tools.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. practice writing and printing letters of the alphabet 2. practice writing and printing numbers. 3. be writing letters, accurately and neatly and appropriate to the need. 4. learn the operation of office machines and practice their use. 5. use the telephone in drill and role playing situations and then in actual business situations. 6. design and arrange office space seeking efficiency and a pleasing effect. 7. drill on listening for specific information 8. cultivate a pleasing personality and appearance	Drill sheets - patterns for alphabet Letterhead paper for letter writing Periodical professional publications Telephone manuals Tapes - filmstrips Films (various subjects dealing with on-the-job situations) as they become available Graphs Records Etiquette Guides for the office and personal improvement.	The student will be able to: 1. write and print numbers and letters accurately and clearly. 2. have a consistent pattern of writing style. 3. write letters of inquiry and acknowledgement which are correct, grammatically and are understandable 4. have basic knowledge of common office machines 5. answer the phone in a business manner and will establish arapport with the caller. 6. arrange furnishings in an office so the work may be done most efficie 7. take directions, make notes, and recall important details with reasonable accuracy. 8. make a favorable impression for an employer or a business. 9. make a pleasant appearance and present a pleasant attitude.

Course or Grade Career English

Concept: _____

Objective: ~~v. The student will grasp business problems, strengthen the ability to analyse~~ the problems and solve them.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. be able and competent to make decisions in his employment. 2. be aware of employer-employee guidelines. 3. develop self-confidence through experience.	Role play - Business skits Work- study: DECA VICA Summer employment Library resources Counselor's Office	The student will be able to: 1. experience success in a responsible job or task. 2. list what employer should expect of an employee 3. list what the employee should expect of an employer. 4. feel good about himself- indicated by his desire to obtain employment. 5. experience new things 6. fulfill the qualities and requirements leading to promotion and personal advancement 7. experience satisfaction from work

399

Course or Grade CAREER ENGLISH

Concept: _____

Objective: VI. The student will have a better understanding of people, their interests, their preferences, their potentialities, and their motives.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. read career related library books. 2. research careers of their choices. 3. be aware of many career choices 4. study careers which interest him and match his qualities. 5. understand a particular career in relation to the "working world" 6. know himself better	Films - careers Guidelines for research World of Work Career Kit Objective tests: interests ability - aptitude values Book Reports - oral and written Occupational Handbook	The student will be able to: 1. discuss his reading with comprehension 2. understand a career as an important aspect of what a person is and will become. 3. have detailed knowledge of the tasks one performs in a given career 4. set definite educational goals. 5. seek a career. 6. see himself as an important part of a whole. 7. display personal pride and satisfaction with each discovery of his potentials. 8. form good relationships with others

Course or Grade CHILDREN'S LITERATURE

Concept: _____

Objective: I. The student will be aware of the vast literary works available for children.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. make lists of award winning books. 2. view and read children's books from lists of available titles. 3. make lists of recordings, films, songs, dramas, and poetry for children. 4. become familiar with authors and illustrators of childrens' works.	Demonstration copies- pictures, books, novels, fantasies, number, and alphabet slides, pictures, films for illustration Caldecott and Newbery Award lists.	Evaluation: The student will: 1. make a personal ist of Caldecott and Newbery award winning books and runner-ups since creation of the awards. 2. select and read 10 picture books. 3. select and read 5 award winning novels. 4. collect 10 stories to tell during storytelling 5. make note cards on each book containing author, title, number of pages, illustrator, year, plot summaries, and critical comment about the book. collectin of cards- graded by coverage. Returned to student for personal file. 6. make a collection of poetry for personal file. note cards containing title, author, and the poems. Objective listing Card file - collection - identification of books, poems. objective testing Oral storytelling in group situations 10 different stories.

Course or Grade CHILDREN'S LITERATURE

Concept:

Objective: II. The students will develop guidelines for choosing good literature.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. establish guidelines for selecting childrens' literature. identify the elements making up a children's book or story; the plot, setting, characters, theme. 3. observe attractiveness and size, form of appealing books.	Lecture Demonstration books - Various versions of Red Riding Hood	The student will be able to 1. identify the plot of a story. 2. expect and recognize a consistent, well developed character. 3. recognize the setting in relation to the story. 4. state the theme of each story. 5. be sensitive to detail and will write a paragraph describing how the detail affects the story effect. 6. observe how characters are developed by action rather than by description. 7. discover long, descriptive settings are avoided. 8. choose a book and write a paragraph explaining how the conflicts balance the opposing force. 9. list qualities of color, size, art work, subject matter and conciseness which enhance appeal. Objective testing Critical paragraphs Written reports (minimum 2) Oral reports (2 min.) Classroom discussion Objective listing

Course or Grade CHILDREN'S LITERATURE

Concept: _____

Objective: III. The students will develop their abilities to write and read.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will 1. be assigned reading to fulfill his study of childrens' literature on a wide range of reading levels. 2. read many and varied selections. 3. write essays as part of the evaluation and analysis of the literature. 4. strengthen his ability to spell and use words effectively in correct sentences andparagraph structures. 5. increase his vocabulary. 6. observe the style peculiar to the author. 7. note the different methods of illustrating a story.	Children's books: Charlotte's Web - White The Grinch, - Seuss Horton Hears a Who - Suess Winnie the Pooh - Milne Black Boy - Wright Free to be You and Me. - Thomas Grimm's Fairy Tales Oliver Twist, - Dickens Huckleberry Finn - Twain To Kill a Mockingbird - Lee demonstrations of paragraphs Developed models - transparencies	The student will be able to: 1. read books on his own reading level as well as other levels. 2. read a great number of books evidenced by note cards for each. 3. read many kinds of books; picture fables, myths, folklore, and fairy tales and biographies. 4. write a well organized, well supported essay for at least 5 of the books read. 5. write a parag. which evidences a well stated topic sentence and paragraph development. 6. evaluate word and sentence length repetition of letter sounds, verb usage, onomatopoeia, use of description, color, dialogue. 7. Oral evaluation of method of illustrating used and effectiveness of each; why rich oil rather than water color, or line drawing?

Course or Grade CHILDREN'S LITERATURE

Concept:

Objective: III. The students will develop their abilities to write and to read.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
		Evaluation: 1. The student will read orally from books of all levels - expression, units of thought, pronunciation. 2. The student will record his reading. 3. The student will make a written evaluation of 2 paragraphs on each book. 4. The student will make an illustration of each book - one for each book. Collection: drawings, photos, use of color, exaggeration, humor, etc.

Course or Grade CHILDREN's LITERATURE

Concept: _____

Objective: IV. The students will develop the ability to become better speakers.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The students will: 1. tell stories to the class and to other groups. 2. drill on voice modulation, gesturing, timing and action. 3. have knowledge of many stories to the extent he will be able to recall many for any occasion of storytelling.	Flannel boards Pictures Creative drama Pantomime	The students will: 1. tell a child's story to one or more children. 2. tell a story to the class using flannel boards to illustrate. 3. tell an original story to the class using an illustration which best fits the story. 4. evaluate other students allowing 10 points maximum for each quality: voice, modulation, gesturing, timing, action or illustration, and attention of audience. 5. speak clearly slowly, accurately, and with confidence, before an audience. Evaluation 1. story telling to groups, illustrated 2. creative writing- compose 2 stories 3. student evaluations of presentations according to listed criteria. score. 4. presentations.

Course or Grade CHILDREN'S LITERATURE

Concept: _____

Objective: V. THe student will develop interest in attitudes, behavior, feelings, and concerns of children.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The students will: 1. develop an understanding of children. 2. relate the child's world to the adult world. 3. be aware of how a child may see himself in an adult society. 4. recognize the effects of television on children. 5. be aware of the emphasis on realism in childrens' literature. 6. recognize the fantasy world of children. 7. note the use of repetition in children's literature and relate to the need for repetition in a child's life. 8. select literature which deals with social problems for study.	Storytelling groups Television schedules- Children's programs Comics Lecture Discussion Films: Music: The Three Little Pigs Little Red Riding Hood The Sorcerer's Apprentice	The student will: 1. identify the stories children enjoy. 2. identify with children through a mutual enjoyment. 3. talk with children and exchange ideas freely. 4. understand how a child thinks of himself by his actions. 5. discuss the child's desire to feel useful - have a career role in the adult world 6. evaluate the television shows according to the influences they have on children. 7. accept the fantasies of children as important and worthwhile. 8. select 5 books which deal with realism. 9. use repetition in writing or in telling a story as a basis of organization. 10. list 20 repetitions in a child's world such as repeating numbers from 1--; adding numbers each time or repeating the same tasks for many days. 11. identify and list specific social problems reflected in the selections.

Course or Grade CHILDREN'S LITERATURE

Concept: _____

Objective: V. (continued) The student will develop interest in attitudes, behavior, feelings, and concerns of children.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
		Evaluation: 1. Objective selection of titles for children's reading. 2. work with children - group and individual- mutual enjoyment. 3. ability to hold child's attention 4. converse with ease and understanding. 5. written evaluation - minim. 2 television production. 6. Objective listing of books dealing with realism. 7. Objective listing - matching - identification

Course or Grade 11 & 12 College Survival Kit

Concept: Reading Skills

Objective: The student will develop reading skills to succeed in college.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
Comprehension		
Analyze reading material. Interpret plot or meaning. Determine the main idea. Find details and stated facts. Analyze characters. Predict outcomes. Determine sequence. Make inferences. Distinguish between fact and opinion. Distinguish between relevant/irrelevant, true and not true. Recognize the general purpose of the author.	Mini-Courses in Academic Skills, "Reading Comprehension and Retention," Gene Kerstiens, ed., Educulture. Vocabulary and Composition Through Pleasurable Reading, Book III, Harold Levine, MISCO School Publications, Inc. Vocabulary and Composition Through Pleasurable Reading, Book IV, Harold Levine, MISCO School Publications, Inc. Vocabulary and Composition Through Pleasurable Reading, Book V, Harold Levine, MISCO School Publications, Inc. The class is largely self-paced, with some instruction and discussion to introduce concepts. The students then progress through more difficult material at their own rates.	Teacher-made tests. Published tests.

Course or Grade 11 & 12 College Survival Kit

Concept: Reading Skills

Objective: The student will develop reading skills to succeed in college.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
Silent Reading		
Improve reading rate.	Mini-Courses in Academic Skills, "Reading Speed" and "Reading Practice" Gene Kerstiens, ed., Educulture.	Teacher-made tests. Published tests.
Read at rate appropriate to material.	How to Read for Speed and Comprehension, Gordon R. Wainwright, Prentice-Hall, Inc.	
Develop flexibility in reading rates.	Faster Reading Self-Taught, Harry Shefter, Washington Square Press.	
Survey material.		
Skim passages.	The students also work on the reading machines at the Learning Center at Eastern New Mexico University.	
Choose relevant information.		
Avoid regressions and subvocalizations.		

409

Course or Grade 11 & 12 College Survival Kit

Concept: Reading Skills

Objective: The student will develop reading skills to succeed in college.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Vocabulary Use context clues. Interpret multiple meanings of words. Adapt words by the use of affixes Use root words, affixes, and inflectional endings to derive pronunciation and/or meaning. Form meanings for words by using roots and their derivatives. Differentiate homonyms. Vary vocabulary by the use of synonyms and antonyms. Expand vocabulary through the use of words coming to English from other languages. Broaden vocabulary by use of words from mythology. Enlarge vocabulary with groups of words having related meanings. Incorporate new words through the study of etymology. Use a thesarus.	Vocabulary and Composition Through Pleasurable Reading, Book III, Harold Levine, AMSCO School Publications, Inc Vocabulary and Composition Through Pleasurable Reading, Book IV, Harold Levine, AMSCO School Publications, Inc Vocabulary and Composition Through Pleasurable Reading, Book V, Harold Levine, AMSCO School Publications, Inc Vocabulary for the College-Bound Student, Harold Levine, AMSCO School Publications, Inc. Vocabulary IV, Visual Materials Inc. Three Dimensions of Vocabulary Growth Lewis M. Paternoster and Ruth L. Frager AMSCO School Publications, Inc "The Game of Word Power," Avalon Hill Game Company.	Evaluation will be based on: Teacher-made tests. Published tests. Vocabulary used in compositions. Participation in "The Game of Word Power."

Course or Grade 11 & 12 College Survival Kit

Concept: Spelling Skills

Objective: The student will spell correctly words he/she uses.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
Apply rules for adding prefixes and suffixes. Form compound nouns. Form compound adjectives. Spell words that are frequently mispronounced. Know unexpected spellings. Recognize and correct own spelling problems. Use phonetic and structural analysis for effective spelling. Overcome mental barriers to using a dictionary. Locate words about which he/she is uncertain of the correct spelling.	Vocabulary and Composition Through Pleasurable Reading, Books III-V, Harold Levine, UNESCO School Publications, Inc.	Teacher-made tests. Published tests. Spelling used in compositions.

Course or Grade 11 & 12 College Survival Kit

Concept: Language Skills

Objective: The student will be able to use standard English in speaking and writing.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Determine the part of speech of a word by its function in a sentence. Capitalize correctly. Punctuate correctly. Use irregular verbs correctly. Form plurals and possessives. Use correct subject-verb agreement. Show correct pronoun-antecedent agreement. Use the correct case of pronouns. Combine sentences by using a participial phrase. Compose simple, compound, complex, and compound-complex sentences. Join sentences by using a conjunction, a conjunctive adverb, or a semi colon. Recognize and write dependent and independent clauses.	Vocabulary and Composition Through Pleasurable Reading, Books III-V, Harold Levine, AMSCO School Publications, Inc.	Evaluation will be based on: Teacher-made tests. Published tests. Language use in compositions and in speaking.

Course or Grade 11 & 12 College Survival Kit

Concept: Language Skills

Objective: The student will use standard English in speaking and in writing.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Vary sentence structure by using prepositionsl phrases, infinitivas, and gerunds. Recognize and punctuate restrictive and nonrestrictive clauses.	Vocabulary and Composition Through Pleasurable Reading, Books III-V, Harold Levine, MSCO School Publications, Inc.	Teacher-made tests. Published tests. Language use in compositions and in speaking.

Course or Grade 11 & 12 College Survival Kit

Concept: Composition Skills

Objective: The student will develop techniques for writing compositions.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Achieve unity in paragraphs by using a topic sentence, specific supporting details, and a clincher sentence. Eliminate trite phrases. Write an effective description by deciding and concentrating on the main impression to be conveyed. Use exact words in descriptions to give the reader a clear picture of what is being described. Include details in a description that will appeal to the reader's senses. Describe a scene from a fixed point of view. Describe a scene from a moving point of view. Describe an ironic situation. Improve long or awkward sentences by substituting a word for a phrase. Construct sentences using parallel structure.	Vocabulary and Composition Through Pleasurable Reading, Books III-V, Harold Levine, AMSCO School Publications, Inc. The Lively Art of Writing, Lucile Vaughan Payne, Mentor Books The World's a Stage, Lawrence Biener, Prentice-Hall, Inc. Teacher-made overhead transparencies.	Evaluation will be based on: Completed written work.

Course or Grade 11 & 12 College Survival Kit

Concept: Composition Skills

Objective: The student will develop techniques for writing compositions.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Write dialogue.		
Explain a process by stating the process to be explained, presenting the steps of the process in order, using transitional words, and being specific.		
Vary sentences by using an adverb, a prepositional phrase, or a participial phrase.		
Develop paragraphs by giving reasons, giving an example or examples, comparing or contrasting, stating facts, or using an anecdote.		
Achieve coherence in compositions by repetition of a key word or phrase, using a synonym or substitute word, using a transitional word or expression, or by using pronouns.		
Arrange the items in a paragraph or longer composition in order of importance.		
Organize a composition from rough notes.		
Write expository and narrative compositions.		

Course or Grade 11 & 12 College Survival Kit

Concept: Composition Skills

Objective: The student will develop techniques for writing compositions.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Make logical comparisons. Differentiate between fact and opinion. Support a personal opinion. Choose and limit an essay topic. Construct a thesis statement. Construct a full thesis.		
Write essays having an introduction, a body consisting of at least three paragraphs supporting the thesis statement, and a conclusion. Proofread her/his rough copy and make corrections and improvements for the final copy.		

Course or Grade 11 & 12 College Survival Kit

Concept: Library and Research Skills

Objective: The student will demonstrate effective library and research skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The Student will be able to:		Evaluation will be based on:
Locate material in a library.	Mini-Courses in Academic Skills, "Applying Study Skills to Essays and Projects," Gene Kerstiens, ed., Educulture.	Teacher-made tests. Published tests. Completed library and research activities.
Use indexes and reference works.	Library Skills, Katherine Bauer, Educulture.	
Apply research skills to papers and projects.	"Activities for Learning How to Use the Library," George P. Connich, J. Weston Walch, Publisher.	
Evaluate sources of information.	How to Study in College, Walter Pauk, Houghton Mifflin company.	
Gather information by using note cards.		
Organize and outline information.		
Prepare a bibliography.		
Form footnotes.		

Course or Grade 11 & 12 College Survival Kit

Concept: Study Skills

Objective: The student will display proficient study skills.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Set goals and objectives related to courses. Develop a study timetable and follow it. Plan study sessions. Motivate her/himself. Design a good study environment. Take notes to record important facts or ideas from reading or lectures. Organize notes and use them efficiently. Avoid exam panic. Review for and take exams effectively. Concentrate. Use specific memory techniques. Listen competently.	The Art of Thinking, Ernest Dimnet, Fawcett Publications, Inc. How to Study and Prepare for Exams, Colin Woodley, New American Library. Good Memory-Successful Student, Harry Lorayne, Stein and Day. How to Study in College, William Pauk, Houghton Mifflin Company. Mini-Courses in Academic Skills, "Preparing to Study," "Note-Taking Techniques," "Note-Taking Application and Practice," "Memory," "Examinations," Gene Kerstiens, ed., Educulture.	Evaluation will be based on: Teacher-made tests. Published tests. Improvement in other classes. Completed examples of desired learner outcomes.

Course or Grade 11 & 12 Communication in a Media Age

Concept: Mass Media

Objective: The student will develop a knowledge of the mass media, its techniques and messages and will use this knowledge to prevent her/his being unduly influenced by media.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Define "mass media." List examples of mass media. Define and use words relevant to the study of mass media. Compare the assets and liabilities of mass media. Discuss the impact that newspapers, magazines, radio, television, and movies have on us, considering the method of presentation and the effectiveness of each. Discuss the characteristics of a "mass" audience. Describe the common ingredients in the histories of each of the mass media. State the date, title, and cost of the newspaper that began mass circulation and the publisher of it. Define and give examples of past and present "yellow journalism."	Teacher presentation of information about mass media in general. Student reading and discussing information in: Coping with the Mass Media, J. F. Littell, ed., McDougal Littell & Co. Communications: An Introduction to Media, Edward Wakin, American Book Company. Coping with Television, J. F. Littell, ed., McDougal Littell Company. Teacher presentation of material in The Impact of Mass Media, D. Aldrich, Hayden Book Company. Student brought copies of The National Enquirer, Midnight Globe, The Star Videotape of the PBS program Connections: "The History of Television."	Evaluation will be based on: Teacher-made test.

429

Course or Grade 11 & 12 Communication in a Media Age

Concept: Mass Media

Objective: The student will develop a knowledge of the mass media, its techniques and messages, and will use this knowledge to prevent her/his being unduly influenced by media.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Trace the histories of newspapers magazines, paperback books, radio, movies and television. State when and by whom radio advertising was begun. Discuss the dimension that magazines added to mass media. List the names of early movies and radio programs and the names of important persons connected with them. Discuss censorship and various types of control over what the public experiences through mass media. Describe what happens on the inside of a picture tube. State the differences between a local broadcasting station and a network. List the sources from which a radio or TV station gets its money. Relate the functions of the FCC.	Students will work in groups to research these topics and present their findings to the class.	Presentation of information by each group. The class will take a teacher-made test over the information given by

Course or Grade 11 & 12 Communication in a Media Age

Concept: Mass Media

Objective: The student will develop a knowledge of the mass media, its techniques and messages, and will use this knowledge to prevent her/his being unduly influenced by media.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Explain the relevance of the First Amendment to the broadcasting industry. Describe the differences between PBS, ETV, and commercial TV. Compare CATV and regular commercial television. Define public broadcasting. Describe the current role of public broadcasting.		

Course or Grade 11 & 12 Communication in a Media Age

Concept: Advertising

Objective: The student will understand the business and techniques of advertising and use this understanding to make sensible judgements about the messages and products presented through advertising.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Recognize and identify various advertising techniques and associate the techniques with specific advertisements.	Teacher presentation of information found in: The Impact of Mass Media, F. Aldrich, Hayden Book Company, Inc. The Wastemakers, Vance Packard, Pocket Books. The Status Seekers , Vance Packard, Pocket Books. Teaching About Doublespeak, Daniel Dieterich, ed., National Council of Teachers of English. English Everywhere: Meaning, Media, and You, Robert Potter, Globe Book Company. The Best Thing on TV: Commercials, Jonathan Price, Penguin Books. The 100 Greatest Advertisements, Julian Lewis Watkins, Dover Publications, Inc. Advertising and the American Woman, Joseph E. Dispenza, Pflaum Publishing.	Teacher-made test.
Compute the per cent of space that is used for advertising in a magazine and a newspaper.		Completion of a space allocation chart
Compute the amount of time per hour that is used for radio and television advertising.		Completion of a time allocation chart
Analyze an advertisement to determine if it complies with the "Fair Code for Advertising and Selling" devised by the Association of Better Business Bureaus, Inc.		Oral presentation of ads analyzed by students working in groups
Analyze a commercial in terms of its story line or action, its appeal, its effectiveness, and ways to improve it.	Filmstrips "From Symbols to Psycho-Sell", The Learning Seed Company.	Completion of a commercial evaluation sheet
Analyze ads in terms of their intent, their messages, the methods used, and their degrees of success.	Student participation in: The Propaganda Game, The Learning Seed Company. The Claim Game, The Learning Seed Company.	Completion of an activity chosen from the "Individual, Written advertising Activities."
Create and display in some form the conclusions reached in the above objective.		

Course or Gride 11 & 12 Communication in a Media Age

Concept: Advertising

Objective: The student will understand the business and techniques of advertising and will use this understanding to make sensible judgements about the messages and products presented through advertising.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Participate as a member of a group in either creating a new product and designing the advertising campaign for it or designing a magazine aimed at a specific audience. Present the work of the group to the class and display the results.	Each group chooses the activity it wishes to complete. The members work together and orally present and display their results.	Completion of an activity from those listed under "Group Advertising Activities."

Course or Grade 11 & 12 Communication in a Media Age

Concept: Communication

Objective: The student will examine the process of communication and use this examination to improve her/his own oral and written communication.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
State the elements necessary for getting a message across successfully.	Communications: An Introduction to Media, Edward Makin, American Book Company.	Teacher made test
Compare the process of reporting for a magazine and for a newspaper.		
Write an account of an incident, using the inverted pyramid form.	Details of fictitious incident to be presented to the class by the teacher.	Completed account, using the inverted pyramid form.
Design a communications model.	Presentation of several communications models to the class and class participation in the formation of one.	The completed communications model designed by each student.
Conduct individual research in the area of communication and present the results orally to the class and also in writing.	Each student will select an activity to complete. The selections will be made from activities given under "Individual Written Activities."	Completed activity chosen from those listed under "Individual Written Activities."
State man's greatest invention.	Series of teacher-made transparencies presented to class.	
List the functions of the speech organs other than for speaking.		
Explain the six theories of the development of language.		
Match the theories of language development with statements about language.		

439

Course or Grade 11 & 12 Communication in a Media Age

Concept: Communication

Objective: The student will examine the process of communication and use this examination to improve her/his own oral and written communication.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Define the term "rhetorical question."		
Define "language."		
State the advantages of language.		
Relate the early uses of writing.		
Give examples of word pollution.		
Discuss the results of verbal pollution.		

Course or Grade 11 & 12 Communication in a Media Age

Concept: Essay Writing

Objective: The student will express personal opinions in proper essay form.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Differentiate between fact and opinion. Support a personal opinion. Choose and limit an essay topic. Construct a thesis statement. Construct a full thesis. Write essays having an introduction, a body consisting of at least three paragraphs supporting the thesis statement, and a conclusion. Define the meaning of "style." Begin to develop her/his own personal writing style. Proofread her/his rough copy and make corrections and improvements in the final copy.	The Lively Art of Writing, Lucile Vaughan Payne, Mentor Books. Overhead transparencies prepared by the teacher. Crimes and Clues: Logical Thinking and Writing, Stephan F. Clarke, Prentice-Hall, Inc. Critical Thinking, Bernard P. Tanner, Robert E. Shutes, Addison-Wesley Publishing Company "Some Elements of Style," Tom Gaston, Thomas S. Klise Co., filmstrip. "What is Style?", Tom Gaston, Thomas S. Klise Co., filmstrip	Evaluation will be based on: Student performance on the completion of each of the steps and parts of the essay and on finished essays.

Course or Grade Discussion and Debate 11-12

Concept: Discussion and Debate

Objective: To provide the student with the necessary skills to participate effectively in a group and in debate discourse. Text: Participating, Public Speaking, Debate, and Discussion by R.G. Ewing

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Discussion: 1. Student will be able to prepare for effective group discussion. 2. Student will be able to list the various types of group discussion. 3. Student will be able to participate as an effective member of a discussion group. 4. Student will be able to exercise leadership as a member or chairman of a group discussion. 5. Student will be able to participate in problem-solving on a democratic basis. 6. Student will be able to speak in a direct and conversational manner. 7. Student will be able to evaluate the group discussion. *8. Student will know how to find and use rational and sound arguments for or against controversial issues. 9. Student will be able to support his argument with carefully documented evidence.	1. Lecture 2. Assigned readings in textbook, participatory exercises in Public Speaking, Debate, and Discussion. 3. Guest Speaker 4. Films 5. Newspapers, encyclopedias, reference books, magazines 6. Blackboard/bullentine board 7. Handouts	A: Student - student 1. Have students orally or in writing evaluate their performance B: Teacher - Student 1. Performance 2. Quizzes on subject matter 3. Unit project

Course or Grade Discussion and Debate 11-12

Concept: Discussion and debate

Objective: To provide the student with the necessary skills to participate effectively in a group and in debate discourse.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
10. Student will know the fundamentals of research and how to use the results of this research to support his conclusion.		
11. Student will be able to develop skill in reflective thinking and reasoning.		
12. Student will be able to organize his thoughts and to present his idea clearly and concisely.		

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: I. Objective: The student will develop an awareness and appreciation of the contributions made

Objective: to our culture by ordinary, everyday people.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. Relate folklore to a group of persons, orally, or as a custom; in different versions, circulated traditionally. 2. Research the background of folklore 3. Define and identify riddles 4. Compare American folk rhymes. 5. Become aware of music as a form of folklore.	FUNDAMENTSLS OF FOLK LITERATURE - Boswell and Reaver MYTHOLOGY - Hamilton Classroom material: New Mexican Folklore of the Rio Abajo Beowulf the Warrior American Folklore Heroes and Monsters of Greek Myth Reading list: The Way to Rainy Mountain - Momaday The Man Who Killed the Deer- Waters Living Legends of Santa Fe County - Alice Bullock Cassettes: Tribal Eye 1. The Crooked Beak of Heaven 2. Behind the Mask 3. The Sweat of the Sun 4. Man Blong Custom 5. The Woven Gardens 6. Kingsom of Bronze 7. Across the Frontiers 8. Navajo Stories and Songs	The student will be able to: 1. give information on Englishman William John Thoms. Folklore coined in 1846. American Folklore Society, 1888. 2. Characterize sources of folklore: teenagers, entertainers, athletes, professors, backwoodsmen. 3. explain and classify riddles (comparison between the unstated answer and something else described in the question- description and block- Seven categories: living creature, animal, persons, plants and things. 4. enumerate four major categories of folk rhymes: nursery, play and games, work, written traditional rhymes. 1. Write an essay on the subject of William John Thoms and his guidelines for folklore. 2. Write paragraphs characterizing according to the sources. 3. Classify riddles from a given list. 4. From given lists, break folk rhymes into major categories, listing.

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: _____

Objective: II. The student will develop a tolerance of the racial, regional, and economic differences.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
1. The student will relate the folklore to a group of people. 2. The student will read and study folklore from all literary history and many cultures. 3. The student will read selections from Negro collections, Indian culture, Anglo collections, Mountaineous regions, "Hillbillies" and Southwestern collections.	Materials: FOXFIRE series of six books on remote mountain people	The Student will: 1. identify the people from whom the folklore originated. 2. appreciate a group of people who have distinctive traditions. 3. identify groups according to the literature of the group. 4. appreciate others through an understanding and awareness of those persons. 5. Objective testing 6. Essays - paragraphs for subjective and objective understanding. 7. Matching literary qualities to society traits- objective testing. 8. teacher evaluation of student response to literature of region- library, classroom selections.

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: _____

Objective: III The student will study the distinctive qualities of the various forms of folklore and mythology necessary for literary understanding.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. read and discuss folklore. Define. 2. become familiar with the myth form and legend. 3. relate legends to their subject matter. 4. read selections of folktales. 5. collect and study superstitions. 6. identify customs according to calendar. 7. identify folk festivals and folk dramas 8. study the lyrics of the spirituals. 9. compare the original folklore with "fakelore".	Records: American Folk Tales and Songs Indian Music of the Southwest Hawaiian Chant, Hula and Music Music of the American Indian of the SW. Folk Songs - Sing Along With Mitch The Frog - Spanish Folk Tale Brer Mud Turtle's Trickery - Uncle Remus Story Early English Ballads A Paul Bunyan Yarn A Pecos Bill Tale Folk Tales, Legends, Proverbs Riggles of the Pacific Islands. The Fire Plume - Legends of the Am. Indian. Chinese Folk Tales, Legends, Proverbs, Rhymes. African Village Folktales Folk Tales and Legends of Eastern Europe. American Tall Tales - John Henry - Joe Magarac Folk Song and Minstrelsy American Folk Singers and Balladeers	The student will: 1. name five qualities of folklore- oral, traditional, diff. versions, anonymous, becomes formularized. 2. classify the study of folklore collection, classification, analysis. 3. distinguish in a 1 page essay, the myth from the legend- myth: sacred, set in remote past, principal char. gods or animal. Legend: secular, historical past, human in major role. 4. list the three bodies of world myth: primitive, oriental, occidental. 5. in a 2 page assignment, discuss the concern of legends with religion, supernatural, individual persons, localities and their history. 6. in a short writing, define a folktale-traditional prose narrative, fictional, told for entertainment- may illustrate a truth or point a moral. 7. list categories of superstitions- cosmology, and natural world- cosmic phenomena, (times, numbers, seasons) weather, animals, fishing, hunting, plants. 8. write four calendar customs in the U.S(St. Patrick's Day, Christmas,

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: _____

Objective: (continuation) III

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
		continued Halloween, Labor Day) 9. list folk festivals (rodeo, New Year's Shoot) and folk dramas (charades, Simon Says) 10. compare in a written assignment, the Negro and the white spiritual. White: ballad, hymn, revival. Negro: varied rhythms, synocopted beats, shifting accents, often the form of call and answer. Evaluation: 1. list the qualities of folklore. objective. 2. objective testing- classifying 3. essay- discussion of legendary concerns. 4. descriptive paragraphs 5. research - reports 6. catagorize 7. summaries 8. collections - notebook collection comments, introductions, evaluations 9. oral class discussion 10. question, answer - teacher led 11. objective - oral presentations 12. matching- objective evaluation 13. creative writing - narrative paragraphs 14. narrative paragraphs, descriptie of folksong as literary form 15. class discussion - sharing proverbs. 16. classing folktales - objective

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: _____

Objective: III (continued) The student will study the distinctive qualities of the various forms of folklore and mythology necessary for literary understanding.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
10. The student will become familiar with the mythology of the Greek and Romans. The student will examine how myths reflect early man's scientific treatment of nature and the world in general. 12. The student will classify forms of folklore as fairy, hero, saga, myth, fable, jests, anecdotes, animal, and legend. 13. The student will listen to several folksongs on record to become knowledgeable of the story told. 14. The student will compile proverbs.	Projects: collections, write a play comparison narratives Filmstrips: World Myths and Folktales Iliad Odyssey Aeneid Folksongs of the U.S.A. Folksongs of Canada House of Artreus Folksongs of Mexico Folksongs of Isreal Folksongs of Latin America Folksongs of Africa Favorite Songs of Japanese Children Folksongs of Arab World Folksongs of Our Pacific Neighbors	The Student will be able to: 11. explain that fakelore" originates in individuals for profit instead of originating as anonymous tradition. 12. identify chief Greek and Roman gods, goddesses, and story characters 13. write a myth explaining the phenomenom of flying saucers. 14. list one or more selections under each heading for folklore forms. 15. write, during one class period a narrative parag. of a folksong. 16. group proverbs of beliefs, weather signs, medical lore, business, law, slogans, household and farm tasks. 17. given a ditto sheet of folktales, the student will be able to classify each: animal, ordinary folktales, jokes and anecdotes, formula tales.

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: _____

Objective: IV. THE STUDENTS WILL BECOME KNOWLEDGEABLE OF LEADING CHARACTERS, HAPPENINGS, AND SITUATIONS IN FOLK LITERATURE

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. identify the collector's of various forms. 2. become familiar with the Greek and Roman myths. 3. become familiar with the gods, goddesses, and story characters. 4. become knowledgeable of how the myths and folktales deal with historical events and themes. 5. define and spell words which relate to folklore and mythology.	Objective tests matching, completion Essay tests narrative paragraphs comparisons Word lists - vocabulary Oral presentations Individual reading projects Lecture - teacher led Class discussion	The student will: 1. be knowledgeable of Stith Thompson; Father of Am. Folklore, classified forms, types, and motifs of the folktale. 2. be able to match names with their primary interests on matching test- 80 % accuracy. 3. be able to recall noted authors, on a functional basis, such as Boswell, Hamilton, Waters, Momaday and Bullock. 4. correctly identify from a list of names, the gods and goddesses and relate them to each story (Midas, Aphrodite, Pygmalion, Icarus, Daedalus, Mercury, Narcissus, Orpheus Pan, Vulcan, Persephone, Pandora. 5. write a 1 page analysis of the creation - from the Greek and Hebrew versions. 6. write an analysis of the Greek and Bible accounts of the flood. 7. read two versions of famous lovers- Orpheus, Eurydice; Psyche Cupid; Pygmalion and Galatea; Echo and Narcissus- and write an essay discussing fate vs. free will different concepts of love.

Course or Grade MYTHOLOGY AND FOLKLORE

Concept:

Objective: (continued) IV. The student will become knowledgeable of leading characters, happenings, and situations in folk literature.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
		3. from a given vocabulary list, write definitions and origin of the words with 90% accuracy. Evaluation: 1. class discussion - student response 2. objective testing - 80% correct 3. objective testing - identification 4. written analysis - 2 pages 5. creative writing- versions of mythology 6. Objective testing - defining and origin of terminology with 90% accuracy

460

461

Course or Grade FOLKLORE AND MYTHOLOGY

Concept: _____

Objective: V. The student will learn to distinguish fact from opinion and to recognize distortions.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will 1. analyze selections of folklore and determine the "truth" and reality vs. the distorted. 2. learn to be sensitive to tone and attitude of the literature. 3. be aware of writing techniques: exaggeration, over-simplification, etc.	Materials: Literature and Composition Handbooks Writing Drills model writings - transparencies blackboard drills Class discussions.	The student will be able to: 1. identify a "slanted" view or sensationalism. 2. determine point-of-view, and implications by notice to choice of word and word arrangement. 3. write simple paragraphs illustrating various writing techniques of persuasion. Evaluation: 1. Critical essay 2. Objective testing 3. Paragraphs - illustration of persuasion 4. written evaluations - 1 page for each evaluation of persuasion paragraphs.

Course or Grade FOLKLORE AND MYTHLOGY

Concept: _____

Objective: VI. The student will use the selections as models to understand and develop writing techniques.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will:	Guidelines for understanding the rhetoric of writing compositions	The student will be able to:
1. drill on expression, through the word choice, and development of an idea.	Handbooks	1. write a model paragraph which expresses subtle and obscure ideas.
2. organize an idea into a unit of related sentences.	Short compositions	2. understand the importance of abstract qualities within all literature.
3. practice using proper and creative language inherent in good composition.		3. write a modern version of a minimum of five forms of "folk" literature.
		Evaluation: 1. compose parag. - teacher evaluation of subtleness. 2. written identification of abstract qualities with 75% of qualities present. 3. creative writings - form of folk literature.

401

403

Course or Grade GRAMMAR REVIEW AND RESEARCH WRITING

Concept: To dwell on the more frequent errors made in speaking and writing with a conscious effort to eliminate these errors.

Objective: Use drill work, board work, classwork and projects during class time to make all the assignments more meaningful to the students

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Give an acceptable definition of the eight parts of speech and the verbals. List and give examples of the seven basic sentence patterns. Improve his vocabulary by adding a new word each day and keeping a record of the meaning of that word. Keep a notebook containing definitions, examples and vocabulary words in such a manner that it can be a personal handbook and can be checked by the teacher Keep a journal of personal writing at various times during the semester. Participate in class discussions Use the correct verb forms both orally and in written compositions. Punctuate sentences and capitalize words correctly Use the text, handbooks dictionaries and reference books independently. Choose and limit a suitable research subject	Janet M. Gibson, Patricia Meyer Building English Skills, Yellow Level McDougal, Little & Co. 1977 Building English Skills, Purple Level McDougal, Little & Co. 1977 Workbook for Procedures in Modern Grammar and Composition Filmstrips: "Fundamentals of Writing" "Speaking of Language?" English Library Transparencies: "About Grammar" "Sentence Building" English Library Oral presentation and discussion of the four word classes function words. verb signals and the use of auxiliary verbs. Review by reading and discussing regular and irregular verbs, pronoun usage, adjective, and adverbs as well as the verbs. Many exercises and work sheets emphasizing all parts of grammar.	Daily work sheets will be checked for daily grades and questions from these work sheets will be used for weekly tests. Students will read four books for outside reading and make reports which will include an oral report, a written report, an illustrated report and one of their own choice. Some exercises from the text will be completed in class for daily grades, and questions from these exercises will be used for weekly tests. Nine weeks and semester tests will be made from the work sheets and exercises. Various stages of the research paper will be checked such as the thesis statement, preliminary outline, bibliography, cards, note cards, rough draft and finished paper A teacher-made test on the research paper which will include true-false, multiple choice, completion and discussion questions.

Course or Grade GRAMMAR REVIEW AND RESEARCH WRITING

Concept: To dwell on the more frequent errors made in speaking and writing with a conscious effort to eliminate these errors.

Objective: Use drill work, board work, classwork and projects during class time to make all the assignments more meaningful to the students.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Organize a research paper by making a thesis statement and an outline. Use the library by working with the Readers Guide, card catalog and other reference books. Use cards for the bibliography and notes for a research paper. Use topic sentences to develop each paragraph. Use the research manual as a reference for footnoting and making a bibliography page. Place quotations properly in the body of the research paper. Quote and use the correct form from books, encyclopedia and magazines. Complete a research paper of approximately 1,000 words in a four-week period. Report orally on his/her research paper. Check and read at least one other research paper for grammar and form.	The Term Paper Manual prepared by Portales Senior High School, Portales, New Mexico. The Teacher's guide to Building English Skills (Yellow Level and Purple Level) Use of the library and the reference books, card catalog, Readers Guide and magazines. Three kits including film strips and records. "The Research Paper Made Easy" English Library	Oral reports on the books and materials used in the research paper.

199

Course or Grade HUMOROUS LITERATURE

Concept: Explain the humorous and sometimes satiric threats at our foibles and absurdities

Objective: Use selections to explore by reading and discussing the different types of humor and how they enhance our daily lives.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Distinguish between nonsense humor, situation comedy, satire, light verse, the tall tale and other types of comedy. Read critically for important facts as well as for enjoyment and entertainment. Analyze comedy from the writer's point of view, and then apply this to his own point of view with respect to sympathy and detachment. Improve his vocabulary by adding a new word each day and keeping a record of that word and its meaning. Use discussion questions to compare/contrast customs practices and language to the present day. Report orally on outside reading to the class at least twice during the semester, and weekly on humorous writings from the newpapers, and magazines. List and identify major facts concerning each selection covered.	Carlsen/Schuster/Tovatt "merican Literature, Themes and Writers, "Comic Imagination" John K. Massey The Comic Spirit in America," an athology Film - She Stoops to Conquer by Oliver Goldsmith English Library Film - How to Tame a Shrew by William Shakespeare Drama Department Film strips and records (5) The Comics: A Cultural History English Library Oral reading and discussion of all the selections in The Comic Spirit in America and the section on Comic Imagination in American Literature. Use the discussion questions at the end of each selection as a guide for discussions and also for tests. Use the Teacher's Resource Guide for American Literature for suggestions for additional reading lists, ideas for presentation of material and vocabulary words related to the material used in class.	Teacher-made tests will be given over each selection, vocabulary words, and films used during this course. Tests will include true-false matching, multiple-choice, and discussion questions. Questions from these tests will be used for unit, nine-weeks and semester tests. Themes and creative writing will be assigned and corrected for both form and content. Expressing ideas in a humorous manner will be encouraged. Journals will be kept at various times during the semester and spot checked. Oral Book Reports and other oral presentations will be graded on the method of presentation as well as the grammar used during the presentation.

Course or Grade HUMOROUS LITERATURE

Concept: Explain the humorous and sometimes satiric threats at our foibles and absurdities

Objective: Use selections to explore by reading and discussing the different types of humor and how they enhance our daily lives.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Identify descriptive words punctuation, and various methods of sentence structure. Write at various times in a journal and make comparisons of writing skills acquired during the semester.	Individual presentations by each student on a selection of his choice from the text. Outside reading of four books, with two of them by a writer of humorous literature One report will be oral, two written, and one may be illustrated or another acceptable choice of the student. Students will be given lists of characters from the two plays which will take three class periods each. They will be given facts about the authors settings and customs during this time in England.	

Course or Grade 11 & 12 Literary Masterpieces

Concept: Greek Civilization and Literature

Objective: The student will become familiar with Greek civilization and literature for appreciation and recognition of its impact on the world.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
Discuss the origins, development, and purpose(s) of Greek tragedy Cite and explain the characteristics of Greek drama. Identify and comment on the characteristics of tragedy. Trace the development of Greek comedy. Define the nature of the chorus and its function in Greek drama. Summarize the information gained from individual research. Analyze the character of Oedipus in The Theban Trilogy. Identify prominent Greeks other than authors. Define the terms epic, climax, catharsis, tragedy, and Phoenix Associate the plots of Greek dramas with their titles. Match Greek authors with their works and with facts about them.	Students will view the filmstrips "Our Heritage from Ancient Greece" and read background information about Greek drama in British and Western Literature. Each student will choose or, in case of conflicts, be assigned a topic pertaining to a specific work of Greek drama, a Greek author, or other items of Greek literature and life. The student will research her/his topic and present information to the class. The Adventures of Ulysses, Bernard Evslin, Scholastic Book Services. The Aeneid of Virgil, Doubleday & Company, Inc. The Age of Fable, Thomas Bulfinch, New American Library. The Art of Drama, R.F. Dietrich, Wm. F. Carpenter, Kevin Kerrane, Holt, Rinehart and Winston. The Bacchae and Other Plays, Euripides, Penguin Books. Barron's Simplified Approach to Homer: The Iliad, Barron's Educational Series, Inc. Barron's Simplified Approach to Homer: The Odyssey, Barron's Educational Series, Inc. Barron's Simplified Approach to Virgil's Aeneid, Barron's Educational Series, Inc. British and Western Literature, G. Robert Carlsen, Miriam Gilbert, McGraw-Hill Book Company.	Teacher-made tests: 1 objective, and 1 essay. A three part project having for a topic a work of Greek drama, other Greek literature, a Greek author, or Greek life. Part One-oral presentation covering the topic of each student. Part Two-an outline of the information covered orally, to be given to each student. Part Three-a paper about two typed pages in length discussing the results of the student's research on the topic.

Course or Cride 11 & 12 Literary Masterpieces

Concept: Greek Civilization and Literature

Objective: The student will become familiar with Greek civilization and literature for appreciation and recognition of its impact on the world.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Link characters in Greek drama to the works in which they appear. Identify characters in Greek mythology. Give the cultural contributions of ancient Greece. Recall information about the early Olympic Games in Greece. State the origins of Greek drama. Explain the concepts of unity of time, place, and action in Greek drama. Relate information about the establishment and downfall of Greek democracy. State the primary characteristics of an Oedipus Complex and an Electra Complex.	Bulfinch's Mythology, Thomas Bulfinch, Dell Publishing Company. Classical Drama: Greek and Roman, Meyer Reinhold, Barron's Educational Series, Inc. The Compact Homer: The Iliad, Barron's Educational Series, Inc. The Compact Homer: The Odyssey, Barron's Educational Series, Inc. Five Comedies, Aristophanes, Penguin Books. The Greek Gods, Evslin, Evslin & Hoopes, Scholastic Book Services. Heroes and Monsters of Greek Myth, Evslin, Evslin & Hoopes, Scholastic Book Services. The Iliad, Homer, The University of Chicago Press. Introduction to Literature: Plays, Lynn Altenbernd, Leslie L. Lewis, The Macmillan Company. Literature of Western Civilization, Locks, Kirby, Porter, The Ronald Press Company. Lysistrata and Other Plays, Aristophanes, Penguin Books. Medea and Other Plays, Euripides, Penguin Books. The Odyssey, Homer, Doubleday and Company. The Search for Personal Freedom, Cross, Lindou & Lamm, Wm. C. Brown Company. Seven Famous Greek Plays, Vintage Books.	

Course or Grade 11 & 12 Literary Masterpieces

Concept: Greek Civilization and Literature

Objective: The student will become familiar with Greek civilization and literature for appreciation and recognition of its impact on the world.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
	The Trojan War, Bernard Evslin, Scholastic Book Services. Who's Who in the Ancient World, Betty Radice, Penguin Books. The World's a Stage, Lawrence Biener, Prentice-Hall, Inc. The Oresteian Trilogy, Aeschylus, Penguin Books. Gods, Heroes and Men of Ancient Greece W.H.D. Rouse, New American Library. The Theban Plays, Sophocles, Penguin Books.	

Course or Grade 11 & 12 Literary Masterpieces

Concept: Literature from the Romans to the Renaissance

Objective: The student will study this literature for its merit and for its influence..

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
State the dates of the Old English period.	The class will be divided into groups with each group studying one period or author. Each member of a group will research either the historical background of the period, a work of literature, or an author. The group will orally present its findings to the class with a summary no more than two pages in length of the information presented. Included in the unit are: Virgil, The Aeneid; Anglo-Saxon Literature, Beowulf, The Venerable Bede, Anglo-Saxon lyric poetry; The Age of Chivalry, The Art of Courtly Love, Le Mort d'Arthur; Boccaccio, The Decameron; Dante, The Divine Comedy.	Teacher-made test containing both objective and essay parts.
Relate the history of the Old English period in literature.		An oral presentation.
Give the basic story of Beowulf.		A short summary of the oral presentation.
Associate authors with their works.		A paper covering information gained in individual research.
Match the titles of literary works with their content.		
State the dates of the Age of Chivalry.		
Relate information about the Medieval period.		
Cite the effects of the code of courtly love on current society.		
Give the framework of The Decameron.		
Identify the person who was Dante's greatest influence.		
Explain the meaning of comedy as it is used in The Divine Comedy.		

Adventures in English Literature, Harcourt Brace Jovanovich, Inc.
The Aeneid of Virgil, Doubleday Anchor Books.
The Art of Courtly Love, Andreas Capellanus, Frederick Ungar Publishing Co.
Barron's Simplified Approach to Vergil: Aeneid, Barron's Educational Series, Inc.
British and Western Literature, G. Robert Carlsen, Miriam Gilbert, McGray-Hill Book Company.
The Decameron, Boccaccio, Penguin Books.

Course or Grade 11 & 12 Literary Masterpieces

Concept: Literature from the Romans to the Renaissance

Objective: The student will study this literature for its merit and for its influence.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Summarize Dante's journey in The Divine Comedy, including the population and punishments of the circles in the Inferno. Describe the physical arrangement of the Inferno. Name the guides who led Dante in The Divine Comedy. State the names of the three canticles of The Divine Comedy.	Barron's Simplified Approach to Dante: The Divine Comedy, Barron's Educational Series, Inc. The Divine Comedy, Dante, Doubleday Anchor Books. England in Literature, Scott, Foresman & Company. English Literature, Edward J. Gordon, ed., Ginn and Company. English Literature, Houghton Mifflin Company. King Arthur and His Knights, Sir Thomas Malory, Houghton Mifflin Co. Literature of Western Civilization, Locke, Kirby & Porter, The Ronald Press Company. The Search for Personal Freedom, Cross, Lindou and Lamm, Wm. C. Brown Company Publishers.	

193

193

Course or Grade 11 & 12 Literary Masterpieces

Concept: Chaucer

Objective: The student will study Chaucer for his contributions to literature and to the English language.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Identify Chaucer's place in English poetry. Relate biographical information about Chaucer. Discuss the contributions of Chaucer to the English language. Discuss the versification of Chaucer, including the poetic forms he used and those he introduced into English. Analyze Chaucer's use of the craft of poetry. Cite the accomplishments of Chaucer and relate them to the elements in Chaucer and his life that made his accomplishments possible. Explain the literary attitudes of Chaucer. Support Chaucer's literary and personal attitudes by applying them to one of the characters in the Prologue to The Canterbury Tales	The students will view two films to gain perspective about the lives of people in this historical period and about Chaucer's place in this period: Chaucer's England and English Literature: Chaucer and the Medieval Period. They will also read the background information, the biographical data, the Prologue to The Canterbury Tales, and "The Pardoner's Tale" in British and Western Literature. Each student will be assigned one character in the Prologue to analyze and present to the class. Other parts of The Canterbury Tales will be related by individual students. These will usually be "The Nun's Priest's Tale," "The Franklin's Tale," "The Wife of Bath's Tale" and its "Prologue." Students will receive copies of teacher-prepared notes about Chaucer which give information not found in any of the other sources used.	Evaluation will be based on: Individual analysis of characters in the Prologue. Worksheets over the films. Worksheet matching quotations about the characters in the Prologue with the characters. Grades on the oral and written presentations of students who do other parts of The Canterbury Tales. Teacher-made test over the unit.

Course or Grade 11 & 12 Literary Masterpieces

Concept: Chaucer

Objective: The student will study Chaucer for his contributions to literature and to the English language.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Give background information and the framework of The Canterbury Tales.		
State the names of the two poems that assure Chaucer's place as an English poet.		
Evaluate the major characters in the Prologue.		
Cite examples of satire or irony in the portraits of some of the characters.		
Match characters in the Prologue with quotations about them.		
Recall the details of "The Pardoner's Tale" and any other tales studied.		
Recall the morals of "The Pardoner's Tale, "The Wife of Bath's Tale," "The Nun's Priest's Tale" and any other tales included in the study.		
Explain the irony of the ending of "The Pardoner's Tale."		
Identify the three classes of people in medieval times and give examples from the pilgrims of each class.		

Course or Grade 11 & 12 Literary Masterpieces

Concept: Chaucer

Objective: The student will study Chaucer for his contributions to literature and to the English language

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
State the literary types of each class of people and, where appropriate, give examples.		

Course or Grade 11 & 12 Literary Masterpieces

Concept: Shakespeare

Objective: The student will perceive the importance of Shakespeare, be knowledgeable in his works and appreciate his contributions to our heritage.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Recall historical historical details of the period in which Shakespeare lived and wrote. Trace the career of Shakespeare. Relate the major examples of each of the types of drama that Shakespeare wrote. Participate in a group study of the drama Macbeth. Analyze the development of the major characters in Macbeth: macbeth, Lady Macbeth, Banquo, and Macduff. Interpret the motives of the major characters in the play. State the elements of dramatic structure and explain the parts of the play that correspond to each element. Discuss the relationships between the major characters in Macbeth. Explain how Macbeth fits the characteristics of a tragedy. Point out the forces that work to destroy Macbeth.	Textbooks: British and Western Literature, McGraw-Hill, and The World's a Stage, Prentice-Hall. Individual copies of each of Shakespeare's plays. Videotapes: The Taming of the Shrew, The Merchant of Venice, and Macbeth. Films: William Shakespeare, English Literature: The Elizabethan Age Filmstrips and Records: "Elizabethan Everyday Life," "Shakespeare's London"	Evaluation will be based on: A separate test tailored for each individual student. Individual projects. Oral presentations to the class of individually studied plays. Written assignments about Macbeth and the play studied independently by each student.

Course or Grade 11 & 12 Literary Masterpieces

Concept: Shakespeare

Objective: The student will perceive the importance of Shakespeare, be knowledgeable in his works, and appreciate his contributions to our culture.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Relate examples of foreshadowing in the play.		
Analyze the effectiveness of the language of Macbeth.		
Study independently another of her/his choice written by Shakespeare.		
Relate to the class the aspects of the play studied independently: plot, characters, relationships, structure, language motives, comical or tragical elements, and effectiveness.		
Give the structure of the Shakespearean and the Petrarchian sonnets.		
Memorize and recite passages either from the sonnets or the dramas of Shakespeare.		

492

Course or Grade 11 & 12 Literary Masterpieces

Concept: Rhythm and Meter in Poetry

Objective: The student will be able to distinguish the aspects of rhythm and meter in poetry.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Define "rhythm" in poetry. Define "meter" in poetry. Define "feet" in poetry. Divide a line of poetry into feet. Analyze poetry for the following feet: a. iambic(iamb) b. trochaic(trochee) c. anapestic (anapest) d. dactylic (dactyl) e. spondaic (spondee) f. pyrrhic (pyrrhus).	"The Sound of Poetry" by Theodore S. Johnson, published by J. Weston Walch 1977. Cassette presentation accompanied by student booklets. Material excerpted from Introduction to Literature: Poems, edited by Lynn Altenbernd and Leslie L. Lewis. Worksheets practicing each expected outcome.	Evaluation will be based on: Results of practice worksheets. Teacher-made test
Determine the number of poetic feet in a line according to: a. monometer b. dimeter c. trimeter d. tetrameter e. pentameter f. hexameter Examine poetry for examples of assonance, consonance, alliteration, and onomatopoeia.		

Course or Grade 11 & 12 Literary Masterpieces

Concept: Essay Writing

Objective: The student will express personal opinions in proper essay form.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		Evaluation will be based on:
Differentiate between fact and opinion.	The Lively Art of Writing, Lucile Vaughan Payne, Mentor Books.	Student performance on the completion of each of the steps and parts of the essay and on finished essays.
Support a personal opinion.	Overhead transparencies prepared by the teacher.	
Choose and limit an essay topic.	Crimes and Clues: Logical Thinking and Writing, Stephen P. Clarke, Prentice-Hall, Inc.	
Construct a thesis statement.	Critical Thinking, Bernard R. Tanner, Robert E. Shutes, Addison-Wesley Publishing Company.	
Construct a full thesis.		
Write essays having an introduction, a body consisting of at least three paragraphs supporting the thesis statement, and a conclusion.		
Define the meaning of "style."	"Some Elements of Style," Tom Gaston, Thomas S. Klise Co., filmstrip.	
Begin to develop her/his own personal writing style.	"What is Style?", Tom Gaston, Thomas S. Klise Co., filmstrip.	
Proofread her/his rough copy and make corrections and improvements in the final copy.		

Course or Grade Literature of the Southwest

Concept: _____

Objective: I. The student will develop a vocabulary appropriate to the language and literature of the Southwest.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. discuss and drill on comprehension of literary selections. 2. use the vocabulary in conversation and in writing. 3. spell and use the vocabulary in context 4. select the vocabulary list from the context of the subject.	Vocabulary Lists Dictionaries Classroom drill Weekly spelling tests	The student will be able to: 1. spell the vocabulary words with a minimum of 70% accuracy. 2. write a sentence with 100% accuracy, using the word lists. 3. comprehend the literature from an oral or from silent reading

499

Course or Grade Literature of the Southwest

Concept: _____

Objective: II. The student will explore the geographical, cultural and historical background of the Spanish Southwest.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. familiarize himself with the land, climate variety and will identify Southwest boundaries. 2. read and discuss with the class information on scenic and historical sites 3. read and report on information concerning historical leaders and noted persons 4. make notes on the facts and approx. dates concerning the Spanish exploration and influences from those early explorers. 5. make outline maps, drawing in cattle trails and will discover why the trails existed as they did 6. the student will research characteristics of the three cultures which are dominant in the Southwest.	Class discussion - teacher directed Individual research Texts: THE RIO GRANDE ADVENTURE, A History of New Mexico THE AMERICAN SOUTHWEST References - Encyclopedia Atlas Televesion Periodicals: Enchantment, New Mexico Magazine, Arizona Highways Local periodicals Wall maps - world and local Outline maps - routes weather life zones	The student will be able to: 1. use the library skills for successful research 2. complete objective testing with 70% accuracy 3. compose an essay with 100% accuracy of facts; 70% accuracy in form and content. 4. identify the influences which distinguish the Spanish Southwest

Course or Grade LITERATURE OF THE SOUTHWEST

Concept: _____

Objective: II B (continued) The student will explore the geographical, cultural and historical background of the Southwest.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 7. research and discuss the cultural values of the Indian culture; their early habitation, and their influences on Sw. culture. 8. know Indian tribal customs and details of their lifestyles from the literature. 9. identify arts, crafts, and dwelling styles peculiar to each group. 10. learn much of the Indian character and value system through the study of myths, music, dance, rituals, kiva, and kachinas. 11. identify causes of Indian uprisings. 12. identify Indian influences in Southwestern food, dress, tradition, arts, and crafts. 13. recognize Spanish cultural values as reflected through music, novels, legends, myths, and historical records. 14. identify Spanish influences in Southwestern language, social customs, dress, food, and dwelling design.	Text: Library Resources Artifact collections Class Discussions Bulletin board displays: pictures, drawings, and items of dress Kachina doll collections Guest speakers Recordings: music, chants, folksongs, Tales Calendar of events in the State Indian ceremonies and festivals Oral presentations by individual class members. Lists of Spanish vocabulary	The student will be able to: 1. identify and classify artifacts of the cultures. 2. collect artifacts in a meaning-grouping. 3. present an oral report to the class with ease and with interest for the listener. 4. pass an objective test with 70% accuracy. Multiple choice, completion, and true-false. 5. perform satisfactorily on the individual and group assignments. 6. express subtle and identifying characteristics of each culture in an oral or a written essay.

Course or Grade Literature of the Southwest

Concept: _____

Objective: II. continued. The student will explore the geographical, cultural, and historical background of the Southwest.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 15. be familiar with circumstances which brought the English speaking people to the Southwest. 16. research Anglo influences in the area of politics, economics, and in education. 17. identify the interaction of the three cultures to comprise a distinctive Southwestern lifestyle.	Text. Family geneology Lecture - student note taking. Collections of state and national governing bodies. Research business origins through Library sources. CHILDREN OF DESTINY- Burroughs	The student will be able to: 1. complete objective tests with 70% accuracy. 2. trace his heritage 3. speak with pride of his family heritage 4. appreciate each of the cultures - exemplified by his ability to have healthy relationships with classmates.

Course or Grade Literature of the Southwest

Concept:

Objective: III. The student will read and discuss western literature which reflect the various aspirations, conflicts, and character of the people.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. read literary selections for the purpose of identifying the conflict between the rancher and the nester. discover how the land was acquired land grants and the Homestead Act. 3. research and share family records of local homesteaders, identifying the satisfactions and hardships of the times. 4. note the characteristics of individuals in the Southwestern literature, such as the cowboy, the trapper, the miner, the rancher, the nester, outlaw and lawman. 5. describe characters in writing assignments.	SHANE -Homestead documents Guest speakers Barbed wire display through Texts: ROOSEVELT CO. HISTORY AND HERITAGE SIX MILES TO THE WINDMILL Drama: COWBOY HEAVEN SOUTHWEST IN LIFE AND LITERATURE - Sonnichsen Film: BRAVE NEW COWBOY	The student will be able to: 1. pass objective tests with 70% accuracy. 2. contribute to oral classroom discussions. 3. participate in original classroom productions depicting the Southwestern character. 4. write a comparative parag. entitled: "The working cowboy vs. the fictionized cowboy. Evaluation: neatness and accuracy in form. Information in content. 50%

598

597

Course or Grade Literature of the Southwest

Concept:

Objective: IV. The student will be familiar with writers and specific titles of Southwestern fiction and nonfiction.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. select his reading from Southwestern subjects. will write from two to four book reports according to a form which requires the student to identify the elements of the plot. 3. write reports explaining his understanding of motivation and cause and effect relationships. 4. the student will use each of his senses to experience the literature of the Southwest. 5. write personal essays to express his experiences. 6. read one biography from the reading list.	Classroom sets of paperbacks such as SHANE, WHEN THE LEGENDS DIE, and THE LIGHT IN THE FOREST. SOUTHWEST IN LIFE AND LITERATURE Printed book report forms Student projects to depict some element of the three cultures in the Southwest	The student will be able to: 1. characterize the characters in a book. 2. identify the plot and draw the plot line from a book. 3. explain the theme and the conflicts within the plot of a book. 4. complete a book report form with conciseness and accuracy of information. 20% of the grade will be based on student insight. 5. give an oral report on any of the reading with a minimum of notes. 70% of the grade will be on presentation, accuracy and content. Creativity will be given 30% of the grade.

Course or Grade Literature of the Southwest

Concept: _____

Objective: V. The student will be able to formulate opinions, express ideas, and evaluate reading material through written and oral assignments.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: 1. read articles from a periodical and will summarize the articles well written, organized paper communicating his ideas clearly and completely. 2. write esssays, assigned at intervals, to express his thoughts or living during another period of time. 3. write a characterization of SHANE or THE VIRGINIAN 4. do written assignments which discuss the importance of the setting to the particular plot of a fiction book he has read. 5. draw plot lines from the reading he had done and indicate the relationships. 6. trace the development of the plot to the closing of the story. 7. give oral presentations with illustrations 8. share local information with classmates	Library Resources Periodicals in a Overlays - transparencies "How character is revealed" The Plot line Closing Local folklore collections	The student will be able to: 1. outline the plot using the plot line and interpreting it into a written assignment for the summary of the story. 2. construct a paragraph from a stated topic sentence, with no error in the unity of the material. 3. construct the paragraph with a minimum of 5 errors in form or grammar. 4. communicate his ideas clearly and concisely. 5. draw subtle information from the reading and express that idea to others. 6. give oral reports with a minimum of cards of 3-5 minutes in length.

Course or Grade Literature of the Southwest

Concept: _____

Objective: VI. The student will be familiar with state facts for Texas, New Mexico, California and Arizona

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will: explain conflicts which led to Texas independency. 2. list outstanding leaders of Texas development- Stephen Austin, Sam Houston. 3. explain the importance of Calif. coasts in the early explorations. 4. redognize the effects of the Calif gold rush in the development of the Southwest 5. recognize the influences of the missionaries and the church in all states and especially their influences in Ariz. 6. research facts relating to New Mexico 7. identify the factors which led to the Lincoln County War. 8. separate historical facts from fiction regarding characters of the Southwest literature.	Texts. Library Resources STEPS TO EASY RESEARCH Wall maps Exploration routes Individual research MISSIONS AND PUEBLOS OF THE OLD SOUTHWEST NEW MEXICO ALMANAC Reference books New Mexico magazine Biographies from periodicals	The student will be able to: 1. give individual reports for added credit. Credit of 20 points for each report which is done well. 2. research material for specific information with a good result 3. write collected material into a unity. Organization of material 70% of the grade. 4. identify landmarks within our immediate and state areas. 5. sing the state song; quote the pledge to the flag and give stat facts with 100% accuracy. 6. collect, organize, and interpret information and bind it into an attractive folder

Course or Grade Literature of the Southwest

Concept: _____

Objective: VII. The student will identify with his cultural heritage and will appreciate that heritage.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will 1. make a collection of family folklore. 2. make a collection of folklore and legends of his cultural heritage. 3. share the folklore with the class through oral presentations. 4. research and identify his family "roots" in the Southwest. 5. research topics of his choice which relate to persons or to places and events in the Southwest.	MEXICAN-AMERICAN FOLKLORE Mythology Family records Research - Library sources Local guests	The student will be able to: 1. relate to the literature of the Southwest through his personal heritage, evidenced by writing essays and evaluated by its coverag 2. give oral reports to the class and evaluated by organization of facts and delivery; each, 50% of grade. 3. collect various forms of folklore into a meaningful, and attractive notebook, evaluated according to thoroughness 40% and arrangement and variety, 60%. 4. pass objective testing with 70% accuracy. 5. complete a research project into a well written and meaningful paper. Evaluation of paper: 50% content and 50% mechanics.

514

515

Course or Gride 11 & 12 Paperback Power

Concept: Guided Free Reading

Objective: The student will read books of her/his own choosing and from this reading, will develop better reading skills and an interest in reading.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Increase her/his reading speed. Expand her/his vocabulary. Interpret and evaluate books completed. Select books appropriate to her/his reading level and interest. Discuss completed books with the teacher and other students. Complete activities related to books read.	The materials used in this class are a classroom library of approximately 800 paperback books. Students read each day and periodically complete activities over the books read and discuss them with the teacher.	Evaluation will be based on: Daily reading record of the student. Discussion of completed books with the teacher. Class time spent reading. Activities completed over books read.

516

517

Course or Gride SEARCH FOR AMERICAN IDENTITY

Concept: To find out about the loves, hates, hopes, fears, failures, triumphs of people confronting life in America

Objective: To discover that a major theme of American Literature is one of dream and promise and to examine the role played by creative writers; to deepen students' appreciation of our heritage through reading, discussing and writing.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Find and state the major themes in each selection. Develop and increase his vocabulary by the use of context clues, root words, prefixes suffixes and pronunciation. Practice various types of wri:ing, based on the types used in the text. Use the index of the book as a guide to better study habits. Be able to report both in written and oral presentation facts concerning various authors in the text. Use the discussion questions to compare/contrast customs, practices and language to the present day. Write at various times in a journal and make comparisons of writing skills acquired during the semester Report orally on outside readings to the class at least twice during the semester List and identify major facts from each selection covered.	American Literature, Themes and Writers McGraw Hill Book Company, 1979. The Teacher's guide for American Literature - Themes and Writers. Films: Edgar Allan Poe The Grapes of Wrath and the 1930's Stopping by the Woods of Mr. Frost Belle of Amberst - Emily Dickenson English Library The Lottery - Jackson To Build a Fire - London ENMU Library Selections will be presented in a variety of ways such as oral reading, silent reading, play acting oral presentations by students and open discussion	Teacher made tests will be given over each selection which will include true-false, multiple-choice and discussion questions. Question from these tests will be used for unit, nine-weeks, and semester tests. Themes and creative writing will be assigned and corrected for both form and content. Reports will be given on four books for outside reading. These reports will be written, oral and illustrated. Journals will be kept at various times during the semester and spot checked.

Course or Grade SEARCH FOR AMERICAN IDENTITY

Concept: To find out about the loves, hates, hopes fears, failures, triumphs of people confronting life in America

Objective: To discover that a major theme of American Literature is one of dream and promise and to examine the role played by creative writers to deepen students' appreciation of our heritage through reading, discussing and writing.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Identify descriptive words punctuation, and study various methods of sentence structure in the selections		

Course or Grade 11 & 12 Women in America

Concept: Sex role stereotyping

Objective: The student will develop healthy sex role concepts

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:	Textbook: Women in the United States.	Evaluation will be based on:
Determine the characteristics which he/she recognizes as being primarily masculine or primarily feminine.	Films: "Sex Role Development", "Men's Lives," "Other Women, Other Work," "And They Lived Happily Ever After," "Who Remembers Mama?"	Interaction with the teacher and with other students.
State the characteristics that are most desirable in males and in females.	Kits: "A Woman's Place," "Recovering Our Past," "Mini-Plays for Women."	Responses in class.
List the qualities that should never appear in males and those that should never appear in females.	Posters: "Distinguished Women Poster Series," "The Feminist Revolution."	Worksheets and tests over specific information.
Decide her/his favorite childhood toys.	Videotapes: "The Pinks and the Blues," "Men's Liberation."	Writing done about sex role stereotyping.
Define "sex stereotypes."	Lists of characteristics for students to identify as masculine or feminine.	
Define "Sex bias."	"Taking-Stock"-handout	
Examine his/her own concepts of the roles of the sexes.	"The Story of X"-handout	
Analyze her/his reactions to various materials denoting sex bias.	Lists made by students.	
Evaluate her/his own degree of sex bias.	Pictures of several different "types" of men and of women to determine which appeal most to males and which appeal most to females.	
Identify the problems that sex stereotypes raise.		
Analyze how sex roles are established.		

Course or Grade 11 & 12 Women in America

Concept: Sex role stereotyping

Objective: The student will develop healthy sex role concepts.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Give examples of elements in childhood that lead to sex role stereotyping.		
Acknowledge the basic idea for eliminating sex stereotyping.		
Name the stages Dr. John Money has identified in the development of sex gender.		
State the number of chromosomes in a normal body cell.		
Identify the stage of development at which a human fetus develops testes or ovaries.		
Relate the hormones that promote the development of male sex organs.		
Name some possible reasons why little girls usually talk sooner than little boys.		
Discuss why boys are usually more independent than little girls.		
Name the 1964 act passed by Congress that prohibits discrimination in employment.		
Recognize why the word "sex" was a last minute addition to the act.		
Identify the functions of the EEOC and the types of cases with which it deals most frequently.		

Course or Grade 11 & 12 Women in America

Concept: Sex role stereotyping

Objective: The student will develop healthy sex role concepts.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Give two of the stereotypes that persist about working women. Relate the per cent of income that a woman can hope to make as compared to a man. Relate differences between working women now and at the beginning of the 20th century. Name the major organization devoted to women's rights in the second half of the 20th century. Name two areas in which NOW worked to end discrimination. Tell why NOW was criticized by some women. Identify radical groups that separated from NOW and explain why. Identify the two central issues that most women's groups now support.		

Course or Grade 11 & 12 Women in America

Concept: The image of women through Colonial America.

Objective: The student will be knowledgeable about the roles and statuses of women in former times.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Trace the place of women, including pre-historic times, early Greece and Rome, the early Middle Ages, the late Middle Ages, and colonial America.	Textbook: Women in the United States	
Identify authors and their writings about women in colonial America.	Films: "American Parage: We the Women" "The American Woman: Portraits of Courage"	
Explain and give examples of why women in colonial America were dominated by men.	Kits: "Our Story"	
Describe the ideal Puritan wife and tell her duties to her household and her husband.	Handouts briefly covering the history of women.	
Relate the duties of the southern wife and her relationship to her husband.		
State the content of the famous letter from Abigail Adams to her husband.		
Describe the reaction of John Adams to this letter and wxplain why he felt as he did.		
State the opinions of non-Americans about American youth, education, marriage, freedoms and restrictions of women.		
Evaluate the Declaration of Independence in view of the questions that Harriet Martineau raised about it.		

529

Course or Grade 11 & 12 Women in America

Concept: Women and work in America at earlier times

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Discuss the roles of pioneer women, immigrant women and women working in industry. Complete individual research about women in these roles and share it with the class.	Textbook: Women in the United States. The class will divide into groups for research about these roles. Each student will make a contribution to the group and the group will present its findings to the class.	Evaluation will be based on: The paper written by each student covering his/her aspect of the topic. The presentation of the individual and of the group.

Course or Grade 11 & 12 Women in America

Concept: The impact of the economic growth of America on the lives of women.

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Explain the reasons for women to work. Identify leaders during this period. State what were supposed to be the characteristics of men and of women at this time. Cite ladylike accomplishements. Give reasons for the low wages paid to women. Tell reasons why women whould not work. Give examples of protective legislation for women. Tell the reasoning of the Supreme Court in Muller vs. Oregon. Give reasons for educating women. Expalin the changes in America between 1870 and 1920.	Textbook: Women in the United States Kit:"Recovering our Past" Filmstrip Series: "Women in American History"	Teacher-made test. Worksheets Class discussion

Course or Grade 11 & 12 Women in America

Concept: The Family in Changing American Society

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Tell what factors sociologist Edward Alsworth Ross believed contributed to the rise in the number of divorces.		
Explain why communities which had early marriages usually had low divorce rates.		
Describe how working outside the home before marriage might handicap a young woman in her marriage.		
Describe the role of women in the family unit before the country became urbanized.		
Tell the ways that industrialization affected women.		
Describe what Elizabeth Banks called "The Educated American Drudge."		
Relate what Ida Tarbell contends is one of the greatest challenges of mothers.		

Course or Grade 11 & 12 Women in America

Concept: Community Leaders

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Give the areas that caused many middle class Americans to favor reforms before the Civil War.		
Tell the goals they hoped to accomplish with these reforms.		
State the primary type of work in which women had been involved before they became active socially and politically.		
Name the founder of Hull House and give the purposes of the Hull House groups for children.		
Relate why women joined temperance groups in the late 19th century.		
Give the names of both the temperance groups for men and for women.		
State the intent of the 18th Amendment and the year in which it was passed and repealed.		
Recognize why many black Americans were prevented from getting good jobs after the Civil War		

Course or Grade 11 & 12 Women in America

Concept: Community Leaders

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
State the primary group through which women participated in reform in the late 19th century and the original focus of that group.		
Give the names of the two women's clubs that served as models for hundreds of others in America. Relate the accomplishments of Mary McLeod Bethune.		

Course or Grade 11 & 12 Women in America

Concept: Women and Work / New Roles for women

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Explain the reasons why women are turning to blue-collar work.		
Discuss the reasons why access to blue-collar jobs is difficult for women.		
Give the names of the first two presidents to appoint women to federal agencies.		
Name the first woman cabinet member and the date on which she was appointed.		
Name the first American woman to be a representative to the United Nations General Assembly.		
Discuss Eleanor Roosevelt's attitude about women working and about the contributions that women could make to politics.		
Relate the importance of Margaret Mead and her contributions.		
Identify the field that has traditionally been the most closed to women and the efforts ofJacqueline Grennan to change this.		
Name two famous women athletes before 1970.		
Identify women athletes in untraditional sports.		

Course or Grade 11 & 12 Women in America

Concept: New Roles for Women

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
Name the first states and cities that elected women leaders.		
Recognize what agencies women were traditionally limited to.		
Name two areas in government that women have never filled.		
Give the name of the first woman to seek a major political party's namination for President and why she did.		
Explain why Shirley Chisholm sought the office of President.		

Course or Grade 11 & 12 Women in America

Concept: New Dilemmas for women

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Give the percentages of young women who were willing to sacrifice marriage for a career and who wanted to combine a career and marriage.		
Explain the ideal middle class woman of the 1960's.		
Contrast the ideas about careers and education that fighting for liberation had with the ideas of young women today.		
Explain why parents and teachers want young women to get as much education as possible.		
State the conflicting areas in which young women seek to find satisfaction.		
Compare the lives of women a hundred years ago and those of today because of the development of contraceptives.		
Explain why child care facilities are essential for women today.		
Give the reasons why President Nixon vetoed the 1971 bill providing for child development programs and day care centers.		
Discuss the effects on the family that modern working and birth control practices have had.		

Course or Grade 11 & 12 Women in America

Concept: Organized feminism reborn

Objective: The student will have a historical perspective of the role of women in America.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to: Tell why most women's groups stopped functioning. State the name of the one that did not and give the reason why this group remained active. Name the events and conditions in the 1960's and 1970's that again brought about movements seeking social change. Name leaders in the current women's movement. Agree or disagree with the Redstockings' Manifesto. Compare modern feminists with their earlier counterparts. Explain why black women have not been activists in the women's movement. Discuss the pros and cons of the ERA.		

Course or Grade 11 & 12 Women in America

Concept: The nature of woman.

Objective: The student will understand the actual nature of women instead of the stereotypes.

LEARNER OUTCOMES	MATERIALS & METHODS	EVALUATION
The student will be able to:		
Cite the traditional roles of women.		
Elaborate on the actual differences in men and in women.		
State the things that no woman has ever been able to do.		
Explain the reason why Ashley Montagu said that women were the superior sex.		
List the emotional strengths that women contribute to society.		

519